

Oh, to be in England now...

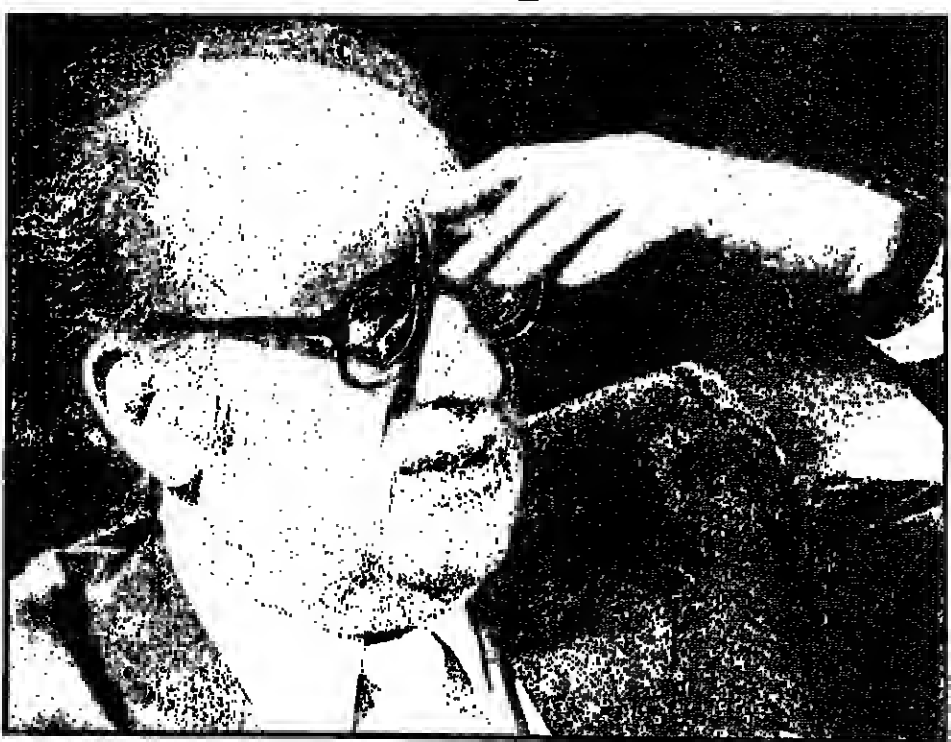
It would be pleasant to think that teachers' unions choose Easter for their annual conferences because they promise resurrection and renewal. Unfortunately, the custom seems part of an older rite of spring which bids farewell to winter with an outburst of anger and breast-beating. This year, more than most, the major unions have come together to call down curses on the Secretary of State for Education and Science and vent their indignation with threats of industrial action.

Everything seems to be going according to expectation. The unions have been painted into a corner by Mr Kenneth Baker. When the Government decided to make the release of funds to pay the teachers' salary increase conditional on the withdrawal of all pay negotiating rights, it wrote the scenario which is now being acted out. The Government was greedy. It not only wanted to impose its own pay settlement; it also wanted to rule the teachers' unions in - to treat the teachers to the first instalment of the tough line now in store for all the public sector unions. The teachers looked like a soft target. They were divided, tired, frustrated, unimaginatively led, and now to be confronted by a skilled politician with great gifts for popular presentation.

The calculation has gone wrong. However it may have seemed to a despicable Cabinet committee when it had to decide what to do back in November 1986, there is no way in which the teachers' unions could be expected to take Mr Baker's high-handed imposition lying down. At Enshurme and Bournemouth they have been spelling out, bit by bit, the kind of long-drawn-out campaign which Mr Baker and his colleagues now have on their hands.

It is all deeply deplorable. Pupils and students will suffer in the process. Some of the blame for this will fall on the teachers, whose own professional self-respect must suffer. But there is no doubt where the main responsibility lies: with a Government which went Over The Top by taking away teachers' basic rights.

One of Mr Baker's more remarkable achievements is to bring about close and effective co-operation between the NUT and the NAS/ UWT. The two unions have worked out common policies with regard to the new contract. Mr Baker and the local authorities, who between them have imposed this rule-book, will now find out what happens when the teachers work to it. The new contract doesn't come into force till August, so the joint action - dock-watchers anonymous - won't apply till the autumn term. But there will need to be discussions at local level before then and presumably these will take place in an atmosphere of frigid formality or enthusiasm.



Room full of views: the NUT's Fred Jarvis scans the Eastbourne conference hall

nastic unhelpfulness. Again, this looks like a prescription for a travesty of professionalism, a deliberate exploitation of the letter of the law to frustrate all that is best in good schooling. It threatens to change the very nature of the job - to take out of it its most rewarding features - and there must be a very real danger that if teachers enter too wholeheartedly into this bloody-minded nit-picking it will do permanent damage to teaching as a profession. Mr Baker has it in his power to prevent this, but only if he is flexible and imaginative enough to find a path back from the precipice.

Working-to-rule has all along looked like the teachers' ultimate tactic. But they, like Mr Baker, will also have to carry their argument at the bar of public opinion. If working-to-rule implies directly on pupils and parents, then Mr Baker will not hesitate to say: "There - see what these awful teachers are like. Of course we had in sort them out!". If, on the other hand, the only effects of working-to-rule are internal - making the lives of heads more difficult and indirectly upsetting the local authorities - Mr Baker could sweat it out without too much difficulty. What would go by the board would be his own advertised "reforms". The NUT left-wing succeeded in beefing up the

programme put forward by the executive committee by committing the union's leaders to all-out opposition to the national curriculum and Mr Baker's promised benchmarks at 7, 11 and 14. It is the benchmarks which arouse the greatest outright hostility and these in turn depend on a national curriculum. The left clearly sees this in tactical terms - a public way of registering the extremity of their views.

There is a lot of argument to be aired yet on the subject of benchmarks. The case for a clearer definition of the common core of the curriculum is much more widely shared than the case for more formal tests. Mr Baker has decided to plump for benchmarks without doing any of the necessary homework. Not alone talking in any sort of humility with those whose first-hand knowledge is much greater than his, Matthew Arnold's condemnation of the Revised Code may be more than 100 years old but the evidence he adduced cannot be wished away by a Secretary of State without any serious consultation or discussion with professional teachers or local education administrators.

The opposition by the NUT, therefore, has to be taken very seriously, even if the particular spur

which has brought the Eastbourne resolution political.

If the Minister of Health decided to interfere in the clinical treatment of patients by ordering doctors to give all patients a set of two specified tests - a blood test for the 30-year-olds and a test of blood-pressure for the 45s, a chest x-ray for the 60-year-olds - nobody would be surprised if the doctors, through the BMA, turned round and told him to mind his own business. It would be at all surprising if the teachers take a similar line. Mr Baker is seeking to intervene directly in the process of teaching - about which he knows very little - and in doing so, change the teachers' attitude to the whole of their teaching programme, before and after the test. This is something to be accepted in the name of an election, without argument or discussion, because a fluent populist Secretary of State so.

In any case, it would be much better to encourage these ideas to be explored in a more open way where consultation takes place as a matter of course, and it is possible to ensure that the discussion alongside those of tests and tests.

It is one of the less fortunate consequences of Mr Baker's action on salary negotiations. His plans for benchmarks cannot be discussed on their merits but are bound, as in this move, to be caught up in the linkage of other issues by which the unions will seek to play it. But that's the way Mr Baker has decided to play it, and there's nobody for him to blame himself and his colleagues.

With the prospect of a June election, everybody's mind, Mr Giles Radice popped a fringe meeting to urge the unions to protest action on ice after the election, to give Labour a clear run. He got shot from Fred Jarvis who pointed out that teachers' unions were not concerned with Labour but getting their own message across.

In fact, the Radice initiative was ill-judged. Of course the teachers' unions think carefully about suspending their work during the weeks of the election campaign. Thoughts had passed through many teachers' minds during an election campaign might well be counter-productive - in teachers themselves, whatever they might be, any particular opposition party. All the intervention did was to make suspensions strikes more difficult for the unions to do. Mr Baker rounding up them and accusing them of being Labour's puppets. Unfortunately, Radice obviously hadn't thought it through. All he got was the dusty answer he deserved.

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Between 1979 and 1985, the number of reported arson attacks on council properties increased by 63 per cent. By far the most common targets were schools.

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□ Ensuring that every school takes measures to reduce the risk of attacks; □ mounting publicity campaigns highlighting the painful social consequences of fires.

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Mr John Hornell, chief executive of the late Wight County Council, who chaired the working group, said: "Although arson is a less common crime than, say, criminal damage, the impact of an individual case on the local community can be shattering."

Report of the ACC Working Party, ACC, Eaton House, 66A, Eaton Square, London SW1W 9AT. Tel: 01-834 1234.

Move to have YTS expert in every secondary

by Jeremy Sutcliffe

A plan to put a youth training scheme expert - a teacher - in every secondary school has been announced by Mr Bryan Nicholson, the chairman of the Manpower Services Commission.

The MSC and the Department of Education and Science have agreed to give teachers first-hand experience of the two-year scheme by offering them the chance to work on YTS programmes.

Ten regional pilot projects will start soon, each involving the secondment of about five teachers for one term. The scheme is due to be extended nationally from September next year.

The aims for all secondary schools to have at least one teacher with first-hand experience of YTS. Talks have begun between MSC regional offices and local education authorities - the teachers to take part in the pilots should be announced in the next few weeks.

The announcement follows an independent survey carried out for the MSC of the 6 per cent of young people who refuse a place on YTS. It discovered that most of those questioned regarded it as a way of providing "cheap labour". But most admitted knowing little about the scheme and had no evidence on which to base their attitudes.

"These young people demonstrate that the messages of YTS are not getting through to everyone; they are damaging not only their own prospects

but also those of their friends," Mr Nicholson told teachers at a fringe meeting at the National Union of Teachers conference in Eastbourne this week.

"I believe teachers are in a strong position to overcome such prejudice because they are seen by pupils as a source of unbiased information."

An experiment in Gateshead, in which a group of teachers spent two days visiting YTS schemes and talking to ex-pupils, showed direct experience led to a more positive attitude among doubting pupils - and the teachers themselves.

"I believe teachers whose view of YTS is hostile or merely ambivalent will change their attitude as a result of the secondment programme, and that their enthusiasm will have a snowball effect in schools," Mr Nicholson said.

"But I also believe YTS itself will benefit from the experience. It seems to me that teachers can influence the quality and development of the programme by regular contact with MSC officials and industrial providers."

The MSC initiatives involving YTS and the extension of the Technical and Vocational Education Initiative in schools was welcomed by Mr Alan Jones, an NUT executive member. But he criticized the Government for confusing teachers with too many initiatives involving two separate arms of government - through the DES and MSC. He also accused the MSC of being "unaccountable".

Annual fire bill put at £23.6m

by Barry Hugill

School fires cost £23.6 million in 1985, according to the country's largest insurer of council properties.

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President attacks apathy of special needs council

by Sue Surkes

Members of the National Council for Special Education have been urged by their incoming president, Mr Bob Sadler, to be less apathetic if they are to play a full role in the debate on special education.

In a departure from the traditional presidential address about educational developments, Mr Sadler, a former headteacher from Hartlepool, described the miserable response to a pilot questionnaire aimed at providing information to the Commons Select Committee on Education, Science and the Arts which is currently investigating the implementation of the 1981 Education Act.

He said: "We felt we would be able to produce a document that would be geographically wide and professionally deep. But democracy failed us."

A subcommittee established to compile the council's submission had come up with a range of examples. "But it could not give an overall picture. We should have been able to do that, because the experience of members was all of the data we required."

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Beetle infestation, dry and wet rot, rising damp, crumbling masonry, water penetration - an everyday story of a Birmingham school. It's called Moseley school. It's a comprehensive, has nearly 1,600 pupils, and is falling down.

The obvious solution would be to close it and start again. But Moseley is a Grade 2 listed building and in these conservation-minded times it's a brave councillor who would send the bulldozers in.

The snag is that it will cost £3.65 million to make it safe. Birmingham has only £7.6 million to spend on maintaining all its 500 schools. If half the budget goes on one school, the other 499 will be a trifle miffed.

So the search is on to find the cash - a haggling letter is already on its way to the Department of Education and Science.

The crumbling Gothic tower is now propped up by scaffolding while pupils heavier away inside (above and right), the ornate library is out of bounds and nine temporary classrooms have been erected in the playground.

They are certainly an eyesore, but cheaper than the original. And the beetles don't like them.

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The latest announcement by Kenneth Baker to legislate a national curriculum is as dangerous as it is breathtaking.

Its danger can be seen in the other examples of a legislated national curriculum. They have almost all been in totalitarian regimes of east and west: Hitler and Napoleon spring to mind, but there are others and of course it may be argued that the French nation is now different and may have benefited from the central imposition of the national curriculum. Evidently, the French themselves don't think so and they're now trying to unlock their depressingly ineffective system. The simple fact, for example, that one Cambridge college has produced more Nobel prize-winners than the whole of the French nation lends a sense of urgency to their reform.

A nationally-imposed curriculum, however, seems to fly in the face of the Education Act 1986, which has only recently been passed and given control of the curriculum to governors, parents and headteachers. The heads will choose when there is a conflict be-

tween the local education authority's policy and that of the governors, although they are required to consult the chief officer of police. (I don't think many parents know that!) Within three months, however, the Secretary of State, without removing the need for police consultation, seems to be overturning this. He's making a habit of doing that so far as education is concerned. For example, over Aids education he has issued a letter telling schools that although the 1986 Act says the governors shall decide if and what sex education should be taught in schools, he expects them to decide to have some sex education and it must include information about Aids.

It is as though this Government has completely forgotten the attention it's given to the curriculum during the period of its office. It's issued more directive circulars, passed more laws and given more advice than any in the past 100 years. Only in 1981 it issued a policy on the curriculum and followed it two years later with a detailed one for science. Is the minister admitting that all that was mistaken? It's the wildest stuff.

The latest announcement about the means of assessing the curriculum through test stages at ages 7, 11 and 14 shows Kenneth Baker as a man with no sense of science or history. The scientific method demands evidence to back propositions. Where is the evidence that national tests at 7, 11 and 14 will improve performance? People, especially parents, should know that on the contrary the evidence suggests tests will depress performance and ensure a dull uniformity with teachers concentrating on the average or at that point where their own offensive teaching will be judged.

Good schools will be depressed, poor schools will settle for teaching to the test - just as happened in the "Payment by results" period in the last century when Her Majesty's Inspectors noted the "illusion of progress as children learnt by rote from the set books and were trained to perform the prescribed tasks. Everyone in conspire at the back of the convoy. Children who aimed for excellence - if a musician, a scholar, a mathematician, a scientist, a footballer, a boxer -

Charlton - will now settle for the comfort of comparisons with the average in their age groups. Moreover, if the tests are designed to suit children of different aptitudes - and there is no evidence yet of how that will be done other than a promise from Kenneth Baker that "the best brains in the country" will be set to the task - children of 7 and 11 will be labelled failures with all the consequences that has for disaffection, alienation and despair. All the present secondary school problems of control and compulsion will be redoubled.

Now there is a simple and far less costly alternative. It involves each school setting out its curriculum policy and a detailed map of progress for each and every child which is reviewed rigorously each year by child, parent and teacher. The local education authority should review each school's curriculum plan every five years or more frequently if the school is giving cause for concern. A national government should do the same with i.e.s. Maybe that's too simple or requires government to face up to what i.e.s. do with which it disagrees. But it is good

management and cost-effective. For a country that spends half as much on pet food as it does on primary education, that surely is important. The Government's barefaced initiatives will be gone.

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Professor Peter Mittler warns that the dramatic decline in one-year secondments as a result of the new in-service arrangements threatens to destroy special needs departments in higher education.

From Warnock to GRIST

"Unless the present favourable opportunity is taken to improve the professional qualifications of teachers in special education, and hence the quality of special education itself, we fear that the next 20 years may yet again be a period of unfulfilled hope." - Warnock Committee, 1978, para 19.32.

Nearly 10 years ago, the Warnock Committee put teacher education at the top of its priority list for achieving the kind of changes which would be needed to meet children's special educational needs.

Here is a reminder of just some of their recommendations. What has happened since then?

All initial training courses should have a compulsory "special needs element".

Although this is now required by the Council for the Accreditation of Teacher Education, all the indications are that the necessary staffing is simply not available in many teacher training institutions. Nevertheless, some progress can be reported.

All existing teachers should have access to a short awareness course, equivalent to five full days training.

Progress here is very patchy, depending on local education authority and school priorities. Warnock estimated that 200 additional staff and five years would be needed to implement this recommendation alone.

Training facilities should be increased so that a recognized qualification should be made a requirement for all teachers with responsibility for children with special needs.

With the new grants-related in-service training arrangements (see below), all long courses are in danger of extinction due to lack of i.e.a.s. support. But the Government has never accepted the principle of a mandatory recognized qualification for all special needs teachers and was only with difficulty persuaded to retain it for teachers of children with sensory impairments.

Higher education has done its best to increase the number of courses and to broaden their scope to include the wider group of children with special needs. Perhaps the most innovative of these has been the growth of one-term



Royal School for the Deaf: The Government shows no sign of ensuring that specialist qualifications for teachers of children with sensory impairments are made available.

full-time courses for staff with responsibilities for special educational needs in ordinary schools.

These courses, developed since 1983, reflect a working partnership between the teacher, the head, the i.e.a. adviser and the tutor. Although some 500 teachers have taken these one-term courses, it will take many years to reach 23,000 primary schools and 4,000 secondary schools. As for further education, we have barely made a start.

At least one university department of special education is needed in each region.

Although earmarked funds have gone to i.e.a.s, not one penny has been given to higher education to fund new

training initiatives. On the contrary, staffing has been severely reduced as a result of financial restrictions. Many specialist posts have been lost under early retirement schemes.

New look in in-service training

This month has seen the birth of a scheme which overturns the whole basis on which in-service training has been organized.

The intentions of GRIST are excellent—to broaden the basis of INSET by involving schools and i.e.a.s in a dialogue designed to identify staff development needs. Headteachers and advisers have been asked to hammer out an INSET strategy so that a costed plan could be submitted for funding to the Department of Education and Science.

From the i.e.a.s' point of view, GRIST does give them a new-found and highly-valued freedom to spend INSET money as they wish. They may prefer to invest in school-based courses, buying-in staff development resources from a range of agencies, adding to their advisory staff or expanding their teachers' centres. These may well be higher priorities than expensive long courses in higher education.

GRIST replaces the central local authority "pool" from which i.e.a.s could previously claim up to 90 per cent of the costs of INSET—the salary of the seconded teacher, the cost of replacement during their absence, as well as course fees and travelling expenses.

GRIST reflects a characteristic mixture of increased central control tempered with a dash of devolution of decision-making. The DES has announced 19 national priority areas for which it is prepared to give 70 per cent funding. Everything else is regarded as a local priority, attracting only 50 per cent funding. The balance in both cases must be found from the i.e.a.s' own resources. On the other hand, provided their plans fall within the DES guidelines, i.e.a.s have considerable freedom on how to spend their INSET funding.

End of one-year secondments?

Although the press release announcing the scheme spoke of a "new £200 million initiative", most i.e.a.s have insisted that the redistribution of funds under Circular 6/86 left them with fewer resources than under the earlier arrangement. The DES has steadfastly refused to accept this argument.

has been the virtual cessation of support for one-year secondments. A telephone survey of 21 north-west i.e.a.s carried out by the Association of Special Education Tutors (ASET) suggested that there would be a 70 per cent reduction in the number of full-time one-year secondments for all courses (from a total of 1,044 in the current year to 317 in 1987/88); within this figure, there is a 77 per cent reduction in special needs secondments—from 222 to 50.

The session 1987/88 is likely to be a non-event as far as secondments are concerned. This is partly due to the general confusion created by the absurdly short period of time given to i.e.a.s to consult with teachers and produce plans, and partly to the fact that the department's extraordinary decision to start the scheme on April 1 has removed up to a third of next year's money to support staff for the final term of current courses.

Even the future of one-term courses is in doubt, as i.e.a.s are trying to make do with less money tend to support very short courses. Many i.e.a.s are opting for larger numbers of "aware" rather than trained staff.

There can be no doubt that teachers will now find it much harder to gain access to award-bearing diplomas and degrees. Such courses provide opportunities for detailed study, reflection and evaluation which have often led to positions of leadership and innovation in the field.

An increase in part-time study opportunities?

Departments of education in higher education have for some time been expanding part-time study opportunities and have developed flexible modular courses which allow teachers to take as long as six years to complete an award. But teachers will still need to obtain at least half a day's release a week, as well as their course fees. Problems with cover for absent colleagues and a shortage of supply teachers make even part-time attendance problematic. It will be interesting to see how many i.e.a.s will expect teachers to undertake twilight study after school and to pay their own fees.

Even if these problems were temporary, higher education is facing an immediate crisis. Both universities and polytechnics are centrally-funded in relation to their achievement of student targets. If they fail to meet these targets (as is inevitable for at least two or three years), departments are not immediately viable and their staff face redundancy. The DES has steadfastly refused to accept this argument.

Special needs priorities

Although the GRIST scheme has two special needs priorities, schools and FE colleges, the wording and the implications are in places alarming.

Take first, the case of teachers working with severe learning difficulties and sensory impairments. It insisted on the phasing out of training in these areas, the department must ensure that special SET qualifications are made available.

Second, teachers working in special schools are severely targeted by these proposals. Part one-term courses on special educational needs in ordinary schools. Circular 6/86 rules that only teachers with mainstream experience are eligible for such courses. The department, which has argued that schoolteachers, is now demanding "drafting error".

Third, no mention is made of teachers working in schools with children with moderate learning difficulties, those with emotional and behavioural difficulties, language difficulties or physical disabilities. The presumably, are not national priorities.

Initially, bland assurances given by HM Inspectors and officials that i.e.a.s bids were carefully monitored to ensure that national needs were met, whole series of meetings with officials suggests that they are not.

to let market forces prevail as a stand aside while special needs training resources are allocated by er and die. Indeed, the chief officer of GRIST, David Love, is of the opinion that the "drafting error" in the higher education issue. ASET has asked for an meeting with Mr Baker and for a Select Committee on Special Education. We cannot believe that Government is using GRIST to destroy special needs departments in higher education. Nor do we believe that teachers will stand by while opportunities for advanced study are being dismantled.

Professor Peter Mittler is director of the Centre for Educational Change, Special Needs, Department of Education, Manchester University. He is editor of a new journal, "Special Needs in Education".

IN BRIEF

Ban threat lifted

Northern Ireland's education department has removed its threat to ban Miss Kathleen Gleeson, aged 26, of Larnaca, County Fermanagh, from teaching, over allegations in a court that she was an IRA recruiting agent. But it added she had been "given a stern warning as to her future conduct".

Equality inquiry

Labour-controlled West Glamorgan is being investigated by the Equal Opportunities Commission following parents' complaints that boys and girls have unequal access to craft subjects. Two primary and four secondary schools will be studied.

War and peace

A move to ban the Ministry of Defence film, *Keeping the Peace*, from Cheshire schools has been rejected by the county's education committee after an acrimonious hour-long debate. But Labour education chairman, Mr Peter Burge, accepts the film gives "a partial view" and wants advice on partisan material to go to all heads, teachers and governors in the authority.

Bus ruling

Mr Justice Mann has ruled in the High Court that Christopher George, aged nine, should be able to walk his 4½-mile return trip to school. Until he was eight he received free transport—but the legal limit to be eligible after that age is a six-mile round trip. An appeal by the boy's parents against a Devon County Council decision that he was not entitled to free transport was dismissed. But he has been granted a bus pass, pending a further appeal against the new ruling.

Libel damages

Damages of £3,500 each have been awarded to two National Union of Teachers members for libels against them by Brent community relations council in north-west London. Mr Malcolm Home, then an NUT executive member for outer London and now vice-president, and Ms Frances Bradshaw, then Brent Teachers' Association secretary and now on the executive, won their case over articles in the CRC's 1984/85 annual report and a local paper.

Boards merge

The GCE Associated Examining Board and the South-Western and South-East CSE boards have merged as the Associated Examining Board to combine resources and expertise.

Perry honoured

Mrs Pauline Perry, the director of London's South Bank polytechnic and former chief inspector for higher education and teacher training, has been made a charter fellow of the College of Preceptors. Others honoured for services to education include Sir Geoffrey Warnock, principal of Hertford College, Oxford, and former vice-chancellor of the university, and Mr Robert Bolchin, director-general of St John Ambulance.

Guide on abuse

Child Abuse—Are You Safe? A guide for teachers and other professionals, has sold more than 10,000 copies in a year and is being reprinted. Written by six health visitors, it is available from the General Office, District Offices, Rochdale Health Authority, Birch Hill Hospital, Rochdale OL12 9QB. Individual copies cost 95p plus 25p postage and packing. Quantities of 50-plus are available at 70p per copy plus £2.70 postage and packing.

RC closure

Britain's oldest Roman Catholic public school, the 160-pupil Cotton College in Cheshire, Staffordshire, is to be closed and sold. Birmingham diocese has announced.

Ulster's TVEI

A "one-year" £17 million equivalent of the Technical and Vocational Education Initiative for England and Wales has been launched in Northern Ireland to provide a more practical and scientific approach to the curriculum.

Legislation on the curriculum, laws to give more power to heads and governors—where will the Baker juggernaut end?

Assuming a Conservative victory come the General Election, the increasingly obvious answer is in a new Education Act to supersede the 1944 version.

Just as Butler's wartime legislation replaced the drafting of Bullock and Fisher in 1902 and 1918, so it in turn will be overtaken by the Baker Act of 1988.

The precise form of the new Act is not yet clear. For sure, there will be the core curriculum and the devolution of power to heads and governors. And it is looking more and more likely that there will be a crucial section defining, and limiting, the role of local authorities.

Asked about the local authorities, those close to the Secretary of State reply that two more "radical" proposals are under consideration—both geared to increasing parental choice.

What is known is that Mr Baker is discussing with Mrs Thatcher those proposals which will feature in the Conservative General Election manifesto.

The outline of the manifesto is now clear. There will be a stress on the necessity for inner-city rejuvenation. City technology colleges will be introduced as an important part of that process.

The core curriculum will be presented as a mechanism for ensuring that children in urban areas, often from poor families, will receive exactly the same life-chances as those from the more affluent suburbs.

The inner cities are invariably controlled by "troublesome" Labour councils and the plan to devolve control of budgets to heads and governors will be presented as a safeguard against "loony Left" bureaucracy.

Mrs Angela Rumbold, Mr Baker's night-hand woman, told a television audience last week that the local education authorities would still have a role to play in administering the new,

Barry Hugill weighs the ingredients of the major new Education Act that will be introduced if the Tories win the next General Election

Replacing the Butler



Kenneth Baker, Juggernaut

devolved system. But many don't believe the Minister of State.

It is understood that Mr Baker is looking at ways of employing teachers other than through the local authorities. If he can come up with a satisfactory alternative, then the days of the i.e.a.s could be numbered.

The local authorities are under threat for a number of reasons. Of

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some significance is the Prime Minister's intense dislike of them.

In particular, she wants rid of the Inner London Education Authority and is considering ways of wielding the axe.

A second factor is Mrs Thatcher's off-stated intent of ridding Britain of

socialism. The continuing existence of Labour councils make this objective difficult to achieve.

She may well knock Mr Kinnock into third place come the General Election, but there is little real prospect of Labour losing its grip on the large northern metropolitan authorities or the IEA.

Stripping local authorities of real power by removing their control over education, and possibly housing, could be the first step towards Mrs Thatcher's ideologically pure Britain.

Ideology apart, there is one other reason why a triumphant Mrs Thatcher might take pre-emptive action against local councils—the poll tax.

Her dislike of socialism and the IEA is matched by her distaste for the rating system. She has wanted to scrap it for years—only to have the civil servants tell her that it cannot be done.

She has determined that the privatisation has to stop and the rates to go. A third-term Tory government would introduce a poll tax, otherwise known as a community charge, payable by all adults.

The problem with a poll tax is that it

would not raise sufficient revenue in certain areas, most notably inner London, to pay for statutory services such as education—or at least, it would not unless it were set at a level well above that currently paid by ratepayers.

The housing minister, Mr John Patten, has hinted that, in order to make a poll tax acceptable to the electorate, houses should cease to be a local authority concern. It would be surprising if Mr Baker were not having similar thoughts.

Removal of education from local authority control would ensure a community charge that should not raise voters' blood pressure.

Schools and teachers, of course, would still have to be paid for—and that is what Mr Baker and Mrs Thatcher are now discussing.

There is a lot of talking still to be done and local government is not without its supporters in the Conservative Party. There is, however, no one at Number 10 arguing the case for the IEA and there is little likelihood of the authority surviving another Thatcher term.

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Bert Lodge reports from the annual NAS/UWT conference in Bournemouth

Unanimous vote to strike on lost bargaining rights

An executive motion calling for a campaign of strike action against the loss of teachers' negotiating rights was carried unanimously by the conference.

Moving the main motion, Mr Len Cooper, the retiring treasurer, directed a fierce attack on the Secretary of State for removing teachers' negotiating rights. "In three months, Mr Baker, you have succeeded in destroying the essential partnership between politicians and practitioners."

"In removing negotiating rights, you have ignored the representation of teacher unions and also of parent organizations. You defied attempts in both Houses of Parliament to set a finite time to the removal of those rights."

Mr Cooper said that Mr Baker failed at the first hurdle in tackling a problem. He simply did not understand it. He didn't understand the malaise affecting the teaching profession.

He considered the prospect of applying appraisal to Mr Baker but added: "I am not vindictive. I would not want to attach any merit pay to that appraisal."

To parents, Mr Cooper said: "A short-term disruption in your children's education is a small price to pay for achieving long-term excellence."

Seconding, Mr Dave Battye, senior vice-president, reminded the conference of other temporary legislation enacted many years ago but still on the statute-book. Pubs were shut in the afternoon, he said, to allow munition workers to get on with the job of making shells for the Western Front.

The Motion Act had to be renewed each year by Parliament to make sure we had a standing army. He agreed that there might be some difficulties working with the NUT, but it was still an operable course of action.

But the problem of joint action between a union which instructs and another which merely "calls upon" its members was also highlighted in the debate.

An amendment calling for the words to be replaced by "a joint campaign of co-ordinated action" was proposed but lost.

Mr John Hemingway, a primary teacher in Sandwell, West Midlands, said he knew of numerous schools in



Joe Boone: Joint action was strength of current campaign

his district where few or no NUT members responded to a call for recent joint action. "Joint action in the true sense is not possible while the NUT members can please themselves."

Opposing the amendment, Mr Joe Boone, a former president, said he could see it had no certain appeal but there would be no guarantee of what the other organization would do if the amendment were carried.

The very strength of the current action against the Baker imposition was that it was joint.

The NUT had come round to stances which the NAS/UWT had been preaching for years. He added: "This joint action will put the kids under Kenneth Baker and start to wipe that

supercilious grin off his face."

● The conference unanimously condemned the "untimely introduction" of the GCSE and backed campaigning to expose the exam's inadequacies and secure improvements in resources and staffing.

An amendment calling for an appropriate scale of professional fees to be paid to teachers involved in the assessment of GCSE pupils was lost.

Mr Graham Terrell, the union's junior vice-president, said the executive was not against what the amendment proposed in principle but the NAS/UWT's obligation to take part in the assessment was now a legal obligation under Section 10 of the Baker imposition.

The union must not break the law. The union must not break the law.

City college sponsors face boycott

The NAS/UWT conference has voted for members to boycott goods and services of companies offering sponsorship to city technology colleges.

The union's Birmingham branch successfully amended a general motion concerning the Secretary of State's plans to set up 20 CTCs.

Its secretary, Mrs Christine Kates, told delegates there was little chance teachers could do to block Mr Kenneth Baker's plans.

An attempt to boycott goods and services of companies offering sponsorship to city technology colleges was defeated.

The amendment proposed a form of action not confined to one particular union nor to teachers in general.

"Support for this amendment today could sow the seeds of discontent in small companies considering investing in CTCs. If it makes one potential backer reconsider, then it will have been worthwhile," Mrs Kates said.

Mr Fred Smithies, the general secretary, said later that the executive would be considering how to get members to implement the resolution. He pointed out that, with several hundred thousand teachers and the families, this amounted to about 10 million consumers of Dixon's products — a reference to the offer by the York Street plant to finance a CTC in South Yorkshire.

Examining board consortium defies DES on 17-plus

by Ian Nash

A consortium of examining boards is to defy the Department of Education and Science and continue offering the Certificate of Extended Education despite Government claims that it is redundant.

The row between the consortium and the Government began in late 1984 when Sir Keith Joseph, then Education Secretary, refused to endorse the CEE and told the examining boards that it should give way to the Certificate of Pre-Vocational Education.

Renewed pressure to abandon the examination — seen very much as an "advanced level" CSE — came with the introduction of the GCSE.

Instead of scrapping it, however, the boards have decided to offer four new subject certificates, extending the range to 17.

Mr Kurt Schoonenberger, secretary to the Oxford and Cambridge Schools Examination Board, said: "It would be senseless to abolish the CEE when there is such a high demand from teachers, parents and pupils. Endorsement from the Secretary of State is not important; universities and employers accept it in any case."

The rise in demand for the CEE has continued unabated from 326 entries at 32 centres in 1977 to more than 8,000 at 208 centres this year.

The consortium of five GCSE boards: Oxford and Cambridge, Cambridge Local, London and Southern Universities joint boards, has been strengthened by the addition of the London regional and East Anglia CSE boards.

In response to a consortium questionnaire to schools, CEE syllabuses will also be offered in modular form from 1988, making them suitable for integration with CPVE programmes. The new subjects are information technology, business and retail studies, applied science and French for the world of work.

A CEE grade 3 will be equivalent to at least a grade C at GCSE. CEE grades 1 to 3 were equivalent to VCE O level grades A, B and C in the view of the certifying university boards and were accepted as such by higher education institutions, industry and the professions.

Mr Schoonenberger predicted a continued rising demand throughout the United Kingdom for the CEE examinations, "which are less content-based than the GCSE and are free from external constraints."

The decision of the consortium to reaffirm its determination to continue the CEE will disappoint the DES, which, two years ago, called for the examination boards to help tidy up the post-16 educational map.

But Mr Schoonenberger blames Sir Keith and now Mr Kenneth Baker for assuming that all sixth-formers not doing A levels would automatically take the CPVE.

"Another important factor is that teaching can be geared to existing resources," he said. Schools which had difficulties meeting the technical requirements of the CPVE had chosen to stay with the CEE.



Stepping back: Tamil children perform a traditional temple dance called "Kavudi" at West London Tonill School in Ealing during the borough's Education Week.

DIY publishers beat schoolbook famine

by Jeremy Sutcliffe

Teachers at a Devon comprehensive have turned publishers in a successful experiment which could point the way for other schools which are short of textbooks.

St Peter's High, a 980-pupil Church of England school in Exeter, has bought an offset-litho printing press, and is using it to print high-quality booklets that are tailor-made for their syllabuses.

The booklets are designed and written by the teachers themselves and typed on a word-processor before printing. Then the texts are stored on

disc, so they can be easily revised and updated. So far, the school has produced 18 booklets covering most subjects.

Dr Roger Smith, the school's head of science, said the do-it-yourself approach was cheaper and more effective than buying textbooks. Provided teachers put in the preparation work, which was considerable, it was a far more flexible way of teaching.

"Like any other books used in schools they have a limited life because of wear and tear, and it is especially useful in a subject like science to be

able to bring them up to date when we replace them.

It is not unusual for schools to print their own syllabuses but very few buy a high quality press. Several neighbouring schools are now considering following St Peter's example.

Dr Smith predicts DIY printing will spread rapidly as a result of changes in teaching methods, in particular the move towards the core curriculum and the changes brought about by the GCSE exam. And he says that even smaller schools could benefit by pooling funds to buy a printing press.

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New law 'designed to destroy union power'

Government proposals to protect by law trade unionists who refuse to strike, despite a ballot result in favour of action, were condemned by Mr Emmott O'Kane, the incoming president.

He said: "The proposals are expressly designed to destroy the collective power of trade unions by counterposing them with individual rights which, in effect, renders any industrial action useless."

"Individuals who refuse to abide by that majority decision will, by law, be protected from the slightest disciplinary action being taken against them."

The emasculating of collective action, together with the removal of teachers' negotiating rights, was clear evidence of the Government's ambition to destroy trade unions, Mr O'Kane said.

He warned heads against the attraction of having their own negotiating body. Most heads in unions like the NAS/UWT were well aware of the dangers, he said.

"It will loosen the professional ties between headteachers and their staff and allow the development of a rigid division which could have disastrous consequences for the schools."

Heads were no longer encouraged to think of themselves as teachers, *primus inter pares*, but as a managerial sub-class for implementing ministerial

directives, regardless of what the staff felt.

He said the Government's concern about the curriculum was justified. "We know that it is sometimes a hotch-potch of informal choices often reached by people other than teachers and to a large extent, at least in the secondary schools, dictated by the needs and demands of the examining boards."

However, local authorities and schools must have the resources to deliver a national curriculum.

Nobody should be fooled into thinking Mr Kenneth Baker was in favour of radical reform of the education system.

A great chance had been presented to him by the Acoz talks when there emerged a consensus that the status and salary of the classroom teacher must be the pivot of any new structure. The first faltering steps had been made by the introduction of the Main Professional Grade for all teachers.

"But what did he do, this reformist Secretary of State who toured the country demanding that no sacred educational cow be left untouched? Faced with a chance to give real substance to his oft-repeated call for a thorough-going reform, he rejected out of hand the proposals to give classroom teachers a genuine say in the direction of their professional lives."

Streets ahead on fairways

Mr Andrew Streets (left), head of Millhouse Junior school, Laleham, Basildon, Essex, being presented with The Times Educational Supplement Cup by the editor, Mr Stuart Macdonald, at the first TES golf meeting held at Cooden Beach Golf Club, Basildon, on April 16. Second prize went to the president of the English Schools Association, Mr J A Smith. Forty people took part in the Streets tournament, in which Mr Streets, the winner on the back nine, was



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Iola Smith talks to the ex-primary school headteacher who is pioneering an innovative cultural project in Dyfed schools

Mines of information

Dyfed's new culture and heritage curriculum aims to bring history alive by offering pupils an insight into their community roots through drama, art, craft, design and technology, and project work.

Many primary and secondary initiatives have been undertaken since the programme's inception in 1985, when the Welsh Office agreed to fund a three-year project developed by the county's cultural services co-ordinator, Mr Graham Longster.

They include a course on Hywel the Good, a local legislator of the Dark Ages, a project on Dyfed's medieval towns and castles, and industrial life. But the largest undertaking to date is on "black diamonds", an investigation into the history of the south Pembrokeshire coalfield.

A massive programme, which has taken six months to develop, it has involved 12 primary schools, two secondaries, a teacher training college,

the local art school, the county's community arts team and the theatre-in-education company.

It is the brainchild of former primary head, Mr John Hurry, now seconded to the cultural services department, who has developed the project text in association with local teachers. The work progresses through a series of units which trace the story of the coalfield from its geological origins to its closure in 1946.

He explained: "I chose the topic to remind pupils that their locality was not always a tourist centre." During the 19th century there were more than 100 pits in operation, and Pembrokeshire coal powered the SS Great Britain. Further back in history, during Elizabethan times, our fuel was exported to France and Ireland, and there are authentic references to mining in the area during the 14th century.

"But in order to make the topic realistic and to emphasise our theme of living history, we have invited examiners who worked the pits during the 1930s and 1940s into the schools, to share their reminiscences with the children."

Such visits have been supplemented by classroom work on geography and geology (here the project was assisted by the geography department of Carmarthen's Trinity College), investigations into how coal was mined, and a historical overview of 19th-century working conditions throughout the UK. Of particular interest to the pupils was the section about women and children working in the mines - more prevalent in the Pembrokeshire coalfield than virtually anywhere else in Britain.

The unit provided the background to a play, performed by Coracle Theatre, which focuses on the prob-

lems faced by three generations of women miners, and points out the class difference between the nine-year-old girl miner struggling to survive and the local MP's educated daughter.

The play left pupils to ponder what the future would bring for the women and child now that Parliament has banned them from the mine? They had to decide, and they sought solutions during subsequent role-playing sessions with the cast.

The coalfield project also encompassed wider issues such as lifestyles, dress and customs of mining families. To help experience this first hand, the county's community arts team regularly visits participating schools to introduce folk dances and festivals.

"Art and craft played a major part in the pupils' own contributions too as they created cottage interiors, mine shafts and authentic-looking caverns in the classroom," says Mr Hurry. "This supplements the memorabilia which they have collected locally, and is being prepared in readiness for open days during which the community will be invited into the schools to view the display."

The final stage of the project will involve collaboration with the National Museum of Wales' schools service, when it will mount an exhibition of its own mining artefacts in the two participating secondary schools. Tenby comprehensive, and Tasker Millward school, Haverfordwest. Pupils from the 12 junior schools will then visit one of the secondaries to see the exhibition.

Time-tabling constraints have inevitably resulted in the 11 to 13-year-olds in the two secondaries having less experience of the project's cross-curricular emphasis than the juniors. Yet Tenby comprehensive has linked the



Digging up the past: children are given an insight into the Victorian miner's life.

work with computer studies by developing a historical database, while Tasker Millward has done considerable work on the arts and crafts aspects.

To provide authentic illustrations, diagrams and maps to complement the pupils' own work, Mr Hurry has developed a 25-minute video - what he calls "a moving picture book of contemporary evidence". This is accompanied by a voice-over tracing the history of coal, and a copy has been sent to each school.

The entire project, including text

units and strategies applied, is about to be published. It is expected that it will subsequently be used by other Dyfed schools and the hope is that other local education authorities mining heritage will also be interested in adapting material for their own use.

Meanwhile, the Dyfed history programme goes on and Mr Hurry is about to embark on a second primary school project - the midtime history of Ceredigion Bay. It is expected to begin during the summer term, and will involve three primary schools: the Fishguard and Cardigan area.

Tailored to suit the class of '88

Ian Nash reports on a shake-up in chemistry teaching in the wake of the GCSE's introduction

A radically new A-level chemistry course that is designed for pupils emerging from the GCSE was unveiled at the annual congress of the Royal Society of Chemistry in Swansea last week.

Trials of a syllabus that is a mixture of the traditional and modular approaches begin in September in selected Somerset schools. It will serve as a model framework for new courses not only in sciences but also in business studies, modern languages and art and design.

The Somerset scheme has its roots in the Technical and Vocational Education Initiative and, in the view of one of its architects, Mr Ken Gadd, head of sciences at Yeovil College, reflects not only the needs of GCSE pupils but also helps to reduce the academic-vocational divide.

Sixty per cent of the course takes a conventional approach and includes a common core of "scientific principles" to be studied by all pupils who take at least one science at A level.

The other 40 per cent is selected by the pupil. In the form of two modules a year, from a wide range of subjects including "drugs, medicine and people" and "environmental pollution". Half the course is appraised by teacher-based assessment.

Some members said they could not see much distinction between the new A level and the Business and Technical Education Council qualification. Mr Gadd agreed. "Indeed, we also hope to seek credit transfer to the BTEC."

Courses will lead to a conventional A-level qualification from the Associated Examining Board. Many delegates saw this factor as crucial in persuading parents, universities and polytechnics of its worth.

Both the board and the local education authority found, however, that having the examination accepted by the Secondary Examinations Council and Department of Education and Science was not easy, Mr Gadd said. "The biggest problem is not that it is modular but the amount of teacher-based assessment and the desire to move away from formal examinations, with consequent problems of moderation."

Educational debate at the congress was inevitably dominated by the GCSE. And while continued concern was expressed over the lack of funds for practical assessment and to alleviate teacher shortages, the GCSE was generally considered to be very promising.

For example, a GCSE scheme called the Satter Chemistry Course has resulted in a 20 per cent rise in girls opting for chemistry in trial schools and has drawn geography and economics teachers into the laboratory to teach environmental and economic aspects.

Two issues which hampered earlier development of such courses were the Government's delay in announcing its "Science for All" policy (1985) until after the GCSE criteria for single-subject sciences were well under way, and the refusal to include A levels in the review of vocational qualifications.

At A level, there are already a number of well-thought-out measures, such as the Cambridgeshire Consortium modular A-level scheme, to serve the new type of student coming from the GCSE courses in 1988, but members saw the Somerset scheme as the most progressive.

It was stressed, however, that modifications to make A levels more suitable were within the grasp of every board. Mr Keith Weller, principal professional officer for the SEC, said the 18-plus chemistry committee of the council had already considered what long-term changes were needed.

All examining boards have been asked to explain their A-level plans for the first GCSE cohort and early returns suggest "some syllabuses need major modifications, others less so," Mr Weller said. "It must not be assumed that every syllabus needs to be thoroughly reworked."

The Higginson Committee, which is carrying out a review of A levels, will undoubtedly draw from the best practice where possible when it makes its recommendations next spring. Plans for a new A-level in chemistry are being considered at York University, where Professor David Wad-

result was a more appealing course with equal academic rigour to the GCSE but less content.

Dr Garforth hoped for 250 pupils in 25 centres for her trials this year. She has instead 10,000 students in more than 250 centres under the Middlesbrough Examining Group. "None of this would have been possible without the national criteria."

The general increase in the popularity of chemistry as a result has surprised everyone. "In one school there was a 90 per cent increase in people wanting to do chemistry in year four," she said.

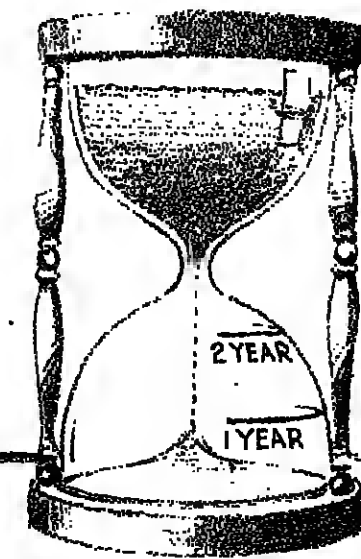
In mixed schools where physical sciences were generally unpopular with girls there has been an average increase of 20 per cent in girls taking chemistry. And in schools where there were fewest girls before, the increase with Satter has been 50 per cent.

The University of York is now developing a Satter science course on the science-for-all principle and is looking for people interested in taking part in trials. Schools should contact Professor David Waddington, Department of Chemistry, University of York, Heslington, York.



Chemistry courses that are more relevant to pupils' lives have proved particularly attractive to girls.

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Parents 'must be enlisted to fight centralized tests'

by Sarah Bayliss

Teachers have been urged to demystify what happens in schools and make each parent feel needed as well as welcome if they want to save primary education from a rigid system of nationally imposed criteria and tests.

Mrs Joan Sallis, chair-person of the Campaign for the Advancement of State Education, told a national conference on primary education in Scarborough that the "secrecy" with which many staff surrounded the curriculum had left education with very little outside support.

Public protest was at a minimum, and the door was open for Government "salesmen" to step in with "special offers" for parents.

The inducements had been educational vouchers, open enrolment, freedom of choice and now national tests aimed at nothing more than a "ration book" containing a minimum entitlement to education rather than a maximum, especially for the most disadvantaged children.

Important information had not been conveyed to parents - for example, the message from HM Inspectorate's 1976 report that "the basics" were not being taught in concentration but in context. If teachers had shown parents what they were doing in the classroom, teachers would not face the difficulties

they faced today.

"If they can't come in they won't see; if they don't see, they won't understand. And if they don't understand, they won't fight."

Mrs Sallis continued: "If the public don't know anything about it, how can they do anything about it? In their homes when somebody on the box says he wants standards, and his sons testing ... Of course, they'll say 'we want it too' because nobody has taught them anything else."

Ill-informed as it was, the public was prone to "dream pedlars" - as one Secretary of State after another opens his battered brief case and offers us special terms which are going to turn our dress into gold.

The conference, organized jointly by Junior Education magazine and the North Riding College, had as its theme "the purpose, relevance and delivery of the curriculum". Mrs Sallis, tackling the issue of "relevance", said that stages of education were being seen increasingly as a preparation for the next, end for primary education was as ludicrous and undervalued it.

Mrs Sallis said she was not a party-political person and was gratified that all three political parties had asked her to stand in her ward in Richmond on Thames. She was alarmed at the growth of political extremism in education and the extent of political interference. In some areas it was now very difficult to recruit "good officers and good headteachers".

Her audience of trainers, teachers and heads, was urged to allow the "middle ground" in their schools to organize itself - otherwise "you are not going to be the decisive minority in your own schools."

Octopus embraces home tuition

by Virginia Makins

A new attempt to sell parents the idea of working at home with their children on reading, writing and mathematics is being launched next month by Octopus books.

On May 22 the activity books and workbooks of the Octopus "Parent and Child Programme" will appear in Tesco and Asda supermarkets, as well as bookshops and chains such as WH Smith and John Menzies.

The books have been written by teachers, and are designed to back up the language and maths activities in nursery and primary schools. The first group of books is intended for three to eight-year-olds. If the series is a success, it may extend to older children and to other subjects such as science.

The authors are Jane Salt, language co-ordinator at Pelham primary school in London, who has written the pre-

school language books, Loula Fidge, head of Somerset's junior school in Linton and a contributor to the Glim Reading 360 programme, and Ruth Meritens, senior lecturer in primary mathematics education at the Polytechnic of North London.

They argue that there is a shortage of published materials for parents and children to use at home that are consistent with primary philosophy and practice: "We keep having to write our own," says Jane Salt.

They also claim that their books take parents seriously, with clear explanations about the purpose of the activities, and the difficulties children normally have, and suggestions for ways of following things up in everyday activities such as cooking and shopping.

"We want to reinforce the activities done in school, and to get children

doing them in a different context. Anything that helps parents to sit down with children and be actively involved in their learning can help," says Ruth Meritens. "The books take new initiatives seriously, with investigations and problem-solving and the use of calculators in mathematics."

"It's a hand-holding exercise, giving parents ideas about how to use books with young children, joining in, and stopping to talk about the pictures," said Jane Salt. "It's not perfect, but it gets some of the way."

Each of the books has a pull-out centre with two board games, and there are workbooks to help children practice writing and mathematics. With the activity books selling at £1.75 and the workbooks at 99p, it seems probable that a great many parents will be attracted to the series.

Words count in arithmetic

by Carmel McQuaid

School textbook arithmetical problems that are alien to everyday experience are discouraging children from developing mathematical skills.

Questions such as: "Six birds are sitting on a branch, two get shot, how many are left on the branch?" illustrate how arithmetic can be brought into "meaningless and artificial" realms, which take up time that could be given to realistic problems, says a research project.

The report by Mr Erik de Corte, from the University of Louvain in Belgium, was presented to a Belfast conference on maths teaching organized by the Northern Ireland branch of the British Psychological Society.

He said that how the questions were phrased had a crucial role in determining their degree of difficulty. In a separate paper on his experience of teaching mathematics in Belfast, James G. McGeary, Hamilton agreed that, since 50 per cent of each

year's intake could be classified as remedial, word problems in mathematics posed a particular reading problem.

Poor language development also put pupils at a disadvantage. In tackling word problems, he said, pointing out how a CSE question about a patio had stumped pupils who didn't know what a patio was.

Closer liaison between primary and secondary schools in science education is necessary to ensure the same basic standards as are assumed in language and mathematics, a conference of the Association for Science Education's Northern Ireland region has heard.

In her presidential address, Dr Barbara Erwin, head of science at Stranmillis college of education, urged primary schools to wake up to the crucial need to equip younger pupils with a base line of science skills and experiences since, after 11, attitudes

Salary dispute simmers on

The work-to-rule by nursery nurses in Cheshire who are campaigning for a pay review is about to enter its sixth month.

In recent months the nurses have also staged two half-day strikes and demonstrated outside county hall and sympathetic parents of special school pupils have taken up their case with Cheshire councillors.

NALGO, the main union representing nursery nurses and classroom assistants, is pressing Cheshire to improve their pay structure and agree new definitions of their duties.

The county, however, maintains that it cannot act unilaterally and has said they should put their grievances to the national joint council for local authorities, which says extra duties such as control, supervision and organization, keeping developmental records and liaising with other professionals and parents were all taken into consideration in a 1984 staff survey.

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Long campaign planned to stymie Baker curriculum

The National Union of Teachers is preparing a long campaign to disrupt the introduction of a national curriculum and associated testing of children at 7, 11 and 14.

The executive is to draw up plans which would instruct its members to refuse to prepare children for the tests or to conduct them. Members have also rejected attempts by the union leadership to join in national talks with the Government, parents, and local authorities over a curriculum to which all pupils would be entitled, with guarantees on staffing, training, equipment and buildings.

Instead, delegates called on the union to spend the next year rethinking its own policies, including those on fighting inequalities of race, gender and class, and on developing relations with parents and community.

The union would then try to sell its own ideas to the public. Union leaders fear that the whole process will be far too slow. General election permitting, the Government could be well on the way to introducing its version of a national curriculum before the union has contributed to any real debate.

But Mr Kenneth Baker may seek political capital over the threat of disruption, even before special groups consider attainment targets or any real debate has taken place on how a new Bill would impose a curriculum.

Ms Sue Harrison, from Hounslow, warned that parents may "buy the Baker package" unless it was countered with structured policies of resistance.

"Can we be reassured that testing will not lead to league tables of children, of schools, of I.E.S.s?" she asked. "As their creativity is no longer a requirement for the job, can we seek some assurance that teachers will be more than mindless judges with no negotiating rights?"

"With lousy conditions of service and pay, minimal influence on the curriculum and no self-respect whatsoever, we cannot be assured of any of these things."

Ms Pauline Gorman, from west London, said: "It is not just the children who are going to be tested. It is us who are going to be tested on these results. Education is about understanding, developing concepts, nurturing curiosity and imagination, stimulating creativity. None of these things are easily testable."



The National Union of Teachers has been holding its annual conference in Eastbourne over the past week. Here and opposite TES staff report on the debates

"All the horrors of built-in failure will reappear again and the Baker Bill will ensure that teacher appraisal will be linked to results of these tests."

Mr Dave Marshall, a Southwark teacher, asserted: "We stand for equality of opportunity. The Government stands for survival of the fittest". Other speakers argued that testing was part of a longer-term strategy to increase selective and private education.

But even local authorities hostile to the Government were not exempt from criticism. The Inner London Education Authority was singled out by Ms Hilka Kenn, a Westminster teacher, for also supporting testing and, in allying schools with industry in Hackney and Tower Hamlets, setting up "its own den", comparable with city technology colleges.

There was hostility to another Baker initiative, devolved financial management of schools, although conference members called for the Bradford NUT to have nothing to do with any schemes. This was partly because some local authorities, especially Cambridgebridge, already have substantial schemes in operation.

Guidelines will therefore be sent to local associations involved in negotiations. These are hoped to increase if

the Conservatives are re-elected and fulfil their promise to insist on all secondary and large primary schools having control over their own budgets within four years of legislation.

The NUT wants to ensure that the staffing budgets cannot be cut to fund other purchases for individual schools. Teachers are particularly worried they will be asked to cover for absent colleagues more often and that posts will be empty for longer than normal.

Staff must also be represented on the financial control committees of schools, says the union, which in the end may endorse industrial action if guidelines are not followed.

Bradford teachers urged far stiffer opposition. Mr Jim Hughes told members not to be accomplices in the Government onslaught on local education authorities, while Mr Dennis Farrell commented: "Most heads I have worked under I would not trust to run the tea club, and now they are going to be given millions of pounds to spend as they want."

Mr Rick Davies, from Cambridge, however, spoke for the majority in the conference hall when he argued: "Non-co-operation with such schemes is a non-starter because the Government can railroad legislation through."

The union executive was rebuffed over its "inadequate" response to yet another of Mr Baker's favoured policies, the establishment of city technology colleges. Leeds representatives distributed a leaflet complaining of the union's emphasis on local lobbying to stop the formation of CTCs, including talking to local Round Tables. The teachers argued that a national publicity campaign, backed up by the threat of industrial action, should have been launched.

Delegates showed their agreement by referring back part of the executive's report. The leadership will now be expected to issue sterner advice.

James Meikle

Row reopens

Brent headteacher Miss Maureen McGoldrick accused left-wing teachers of launching a new attack on her six months after her much-publicized reinstatement at Sudbury Infant School.

In an emotional speech that won a rousing ovation, Miss McGoldrick talked of her shock and disbelief when she was suspended at the end of the 1986 summer term for an allegedly "racist" remark.

Miss McGoldrick returned to school on November 5, while the union was still pursuing legal action against Brent Council. But she told Lambeth teachers who criticized the NUT's handling of the affair: "I see it as a further attack on me by members of my own union."

Debate stifled

Eight expelled or suspended members of the NUT in inner London are divided over pursuing their battle for reinstatement through the courts.

Mr Mike Loosley, secretary of the Inner London Teachers' Association, obtained an injunction which allowed him to attend the conference as a delegate and he will continue to represent ILTA in redeployment negotiations.

But Mr Dick Norris, the ILTA treasurer until his expulsion, has said he will not take any legal action. "I don't want any judge telling us how we should conduct affairs in trade unions," Mr Norris said, however, apply to the disciplinary panel for reinstatement as a member.



Outgoing president Bob Richardson (left) has difficulty in letting incoming president Ian Morgan with his badge of office.

Debating how to deal with the cuckoo's eggs

Sir Keith Joseph - you remember him? He was the nice one, said one delegate at this week's NUT conference got to grips with the gargantuan task of reacting to the current Education Secretary's string of initiatives.

They knew how to oppose Sir Keith. They could "totally condemn" his "intransigence" over the pay dispute, "deplore" his refusal to earmark extra resources for the service and watch while he agonized over its future. But with Kenneth Baker it is somehow different. They have already lost their negotiating rights, may soon have a new national curriculum imposed upon them and are seeing their employers (the local education authorities) become consuls.

In one sense, they have something to thank the present Education Secretary for. Never before has the first morning of conference become such a rallying point for those disaffected with the government of the day.

Conference usually begins with polite applause for a few pleasanties from a local dignitary, quietly listening (perhaps with the occasional hiss of disapproval) to their local government guests, and one or two non-contentious fraternal greetings from the world of education.

Instead, the first warning note about the Government was sounded by the visiting local mayor - a Liberal and ex-teacher, Mr Leslie Mason.

The employers' leader, Mr John Pearson - who professed himself to be "on the lengthy list of endangered species" - followed with a broadside against Mr Kenneth Baker. He described him as "the merry cuckoo" who had already "thrice shrilly sounded" this spring with his plans for devolving spending to headteachers, removing negotiating rights and legislating for a national curriculum.

They could thank Mr Baker, too, for stoking their new "moderate" president, Mr Ian Morgan, into a robust defence of the education service.

Not for him the tub-thumping of past presidents - he never even mentioned industrial action once during his oration. Instead, we had a thoughtful, probing defence of the virtues of a rounded education which earned him a standing ovation for issues not always associated with NUT presidential addresses, including a defence of art galleries and museums.

There was the unity, too, which came from the first-ever address to a NUT conference by a leading official of the National Association of Schoolmasters/Union of Women Teachers - its treasurer, Mr Len Cooper. He blushed slightly at the ovation he received before speaking even a word, saying: "I only wish, Mr President, that I could get a similar reception at my own conference."

There was, however, less accord within the NUT over the big question: How do you tackle the Baker initiatives?

Do you - in the words of Mr Gordon Green, past union president, when defending the executive's position of going into talks over the proposed legislation for a national curriculum, stick with "moderate" and get on with it, or do you go for a more radical approach?

Or do you - as Mr Jim Hughes, from Bradford, advised when proposing a motion declaring outright hostility to the other Baker plan - local financial management - reject the executive's philosophy of "no declaration without representation"?

In the end, it was a mixture of both. The executive won the day on local financial management as the conference agreed that there could be "some beneficial effects" from locally agreed schemes, provided safeguards over staffing and conditions were met.

On the national curriculum, however, the executive was routed as an amendment inspired by the Socialist Teachers' Alliance committed the union to outright resistance of Mr Baker's proposed benchmark tests 7, 11 and 14 - including a possible refusal to prepare pupils for them.

As with every NUT conference, though, there was a sub-plot - the internal division over the expulsion and suspension of eight officers of the largest branch, the Inner London Teachers' Association, for staging a one-day unofficial strike over the proposed pay legislation.

One of them, Mr Mike Loosley, the general secretary of ILTA, managed to get into the conference via a High Court injunction restraining the union from suspending him pending a full hearing. As he informed them when he

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Platform line

While all the talk from the axacutives at the NUT conference in Eastbourne this week was about the need for unity, it spent much of its energies trying to shut the non-compliant London Left into a siding.

Little wonder, then, that the conference hotel bars were buzzing about what happened to the demo planned by the Inner London Teachers' Association to protest on behalf of the expelled or suspended ILTA Eight.

The original demo (it eventually went ahead on Monday) was said to be taking place on Saturday. The turnout comprised one demonstrator, a dozen protest placards, a member of the Esperanto society and van loads of dot police, who left disappointed.

The explanation may have something to do with British Rail's local arrangements. Rumour has it that an ILTA rent-a-mob got on the wrong half at the Eastbourne-bound train, which then split sending them to Hastings and Dover.

Needless to say, the ILTA teachers denied it. "It's a place of vicious propaganda put about by the axacutives to discredit us," quipped the ILTA martyr, Ms Jane Shallice.

Apartment apart

One fraternal visitor to the conference, who may well have been in Hastings at the time, was Mr John Pearson, chairman of the Association of Metropolitan Authorities' education committee. He rose to fame as the local authority leader whose shuttle diplomacy between Coventry, Nottingham, London and the like did most to try to hold together the ill-fated pact on pay and conditions hammered out last year with the help of Acat.

What is not generally known is where Mr Pearson went to escape all the hassles and pressures of his job. It turns out he owns a flat in Hounslow, where he was staying this week, away from the splits and somersaults at Eastbourne.

Bad delivery

What with the confusion caused by Mr Fred Jarvis, NUT general secretary, saying "we are not a political union", and former president, Mr Gordon Green - who urged teachers not to vote for the Tories - saying, in effect, "we are", it was interesting to notice the only MP to address an official fringe meeting was Labour's education spokesperson, Mr Giles Radice.

A union advisory committee, in planning this year's conference, originally decided to invite a speaker from all three parties. For some reason the invitations to the Alliance and the Tories never arrived.

At the avoidance of Mr Radice's reception from delegates, even Norman Tebbit would have gone down better.

Horne's dilemma

Malcolm Horne, the union's vice-president, earned his spurs in the union through his commitment to anti-racism and, two years ago, helped to pioneer a change in the union's rules to make it a disciplinary alliance to act in a racially offensive way to another member.

Two years on, how many members have been hauled up before the union under that clause? One - Mr Horne himself.

The disciplinary hearing cleared him of the charge that he did brush up against a black headteacher but he was found guilty of a radio studio and - despite the time taken up with hearings - he is still a keen advocate of the rule-change.

Acronym

Parents also wanted the return of school transport which was depend-

Teacher leaders decide to sheathe 'no cover' weapon

Refusing to cover for absent colleagues is being dropped as a major "weapon" in new guidelines on action that were revealed at the conference.

The NUT and the National Association of Schoolmasters/Union of Women Teachers are advising members to cover for up to three days as required by new legislation.

The union leadership deny capitulation to the Government-imposed conditions of service, however, and say the guidelines are simply to protect members. The NUT executive is worried that refusal to cover, one of the most commonly adopted forms of action in previous disputes, could lead to deductions of pay, fines and legal costs. It defeated an attempt by delegates - two days after the pay debate - to continue to employ the weapon.

The union leadership prefer to point to the disruption that will be caused from September by a rigid number-counting exercise when teachers refuse to do more than 1,265 hours work a year in the direction of headteachers or local authorities. A week's ski-ing trip could thus eat up "three weeks' worth" of school time, for instance.

However, Mr Nigel de Gruchy, deputy general secretary of the NAS/UTW, said that "no cover" action was still possible. The advice only related to "day-to-day" life under the contract imposed by the Education Secretary.

The cover guidelines will infuriate many teachers. Requirements to step in for absent colleagues have been opposed in local disputes all over the country and the advice that teachers should stick to local arrangements - where they are better than the imposed conditions - will do little to lower the temperature. At present, such action is still continuing unofficially in inner London, Warwick and Leicestershire. Teachers in Leicestershire are having their pay docked.

Many delegates at the NUT conference had not even seen the guidelines. Their executive tried to keep them secret until the start of term, because of an arrangement with the NAS/UTW to plan co-ordinated action throughout the summer. NUT members have been supporting a programme of selective strikes and other action short of strikes in protest at the loss of their negotiating rights.

Delegates, however, rejected a motion calling for an immediate escalation of industrial action. This had called for a joint conference with NAS/UTW to carry on fighting "as far as possible in agreement" but demanding non-compliance would be the

road to ruin in our union, the road to bankruptcy, the road that Thatcher was more than ready to see the NUM and SOGAT follow," he said.

The executive easily won its case, by 127,261 votes to 88,536 on a card vote, after a former president, Mr Gordon Green, had broken with tradition by issuing a political election warning.

This Government deserves no support from teachers of this country and every Conservative candidate in the country should be made aware of that fact.

●A fresh attempt to step up industrial action and to resist the imposition of the new pay structure and contract for teachers was narrowly defeated by 111,822 votes to 110,305 on Tuesday.

Delegates then voted unanimously for continuing joint action with the NAS/UTW - a decision that prompted sustained applause.

Executive member Mr Don Winters described the motion - which was also put to the NAS/UTW conference in Bournemouth - as "historic".

The joint resolution calls for the immediate restoration of negotiating rights and describes the new Teachers' Pay and Conditions Act as "an unjustified attack on the fundamental democratic rights". It says the Government's action is "incompatible with the delivery of a high quality education service" and commits both unions to continue with their joint action. Delegates also agreed a pay claim for 1988/89 - calling for a return to Houghton pay levels and a basic professional scale rising to £18,000.

Mr Ian Mureh, a rebel executive member from Bradford, said that the NUT had only set aside £320,000 to support members on the current programme of half-day selective strikes. The total subscription fund stood at £7.5 million. "Is it to be that we go out with a whimper or do we continue to fight for a basic right?"

Mr John Poole, from Brent, warned that the more militant "kamikaze" approach would wreck both the campaign against imposition and the union itself. "Non-compliance would be the

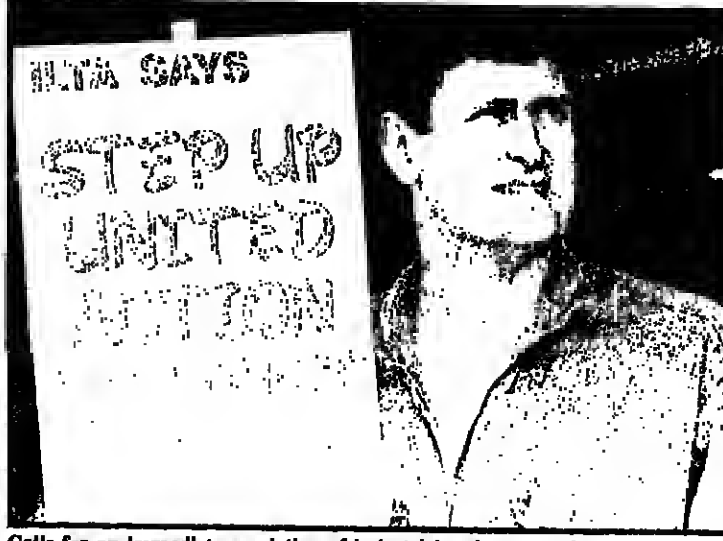
able, and affordable, assurance that their children were safe outside the home, fewer demands to pay for the essentials of education, and clean and healthy schools.

"They would like their children to receive help in matters of health education and personal relationships. Yes, they want them to be able to read, write and be numerate, to be able to do what they are good at or interested in, and to prepare for adult life.

"They would like proper jobs for their children when they leave school and financial help with keeping their education going if that is what they want. They want their children to do their best and to please their teachers."

Mr Morgan, vice-principal of the W R Tson tertiary college, Preston, attacked the Government in general and the Education Secretary, Mr Kenneth Baker, in particular over the imposition of a teachers' pay award and the removal of negotiating rights. The Government was "hostile to teachers and contemptuous of trade unionists", and was set on breaking their spirit, he told the conference.

He also criticized television, radio and the press. "Children have never been more blatantly exposed to crudity, banality, sloppiness, and a betrayal of standards than they are today through the media."



Calls for an immediate escalation of industrial action were defeated.

ding non-compliance with the contract, immediate refusal to cover, and withdrawal from all activities outside school hours.

Mr Gordon Green, for the executive, compared the Government's stripping away of trade union rights to the actions of Nazi Germany and Fascist Italy, but he called for self-discipline. To miss the opportunity of NUT - NAS/UTW unity would be suicide, he said.

And union vice-president Mr Malcolm Horne warned that the campaign must be fought taking account of its length, resources and public opinion.

But Mr Mike Loosley, secretary of the Inner London Teachers' Association, claimed the new guidelines signified "that the union has capitulated in the fight against Baker. They are a dictatorial head's charter". ILTA members returning to "no cover" action next term faced deductions from pay he said. (Up to now, the authority has threatened, but not carried out, the penalties.)

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Radice's call for strike moratorium rejected

A moratorium on strike action by teachers in the period leading to the general election has been called for by Mr Giles Radice, Labour's education spokesman.

He told an official fringe meeting at the NUT conference that strikes would divert public attention during the election campaign from the Government's "failure" on education.

He attacked the Government's record for creating books and equipment shortages in schools, shabby classrooms and for its under-investment in schools.

Instead of striking, he urged teachers to join the political campaign for a better education system.

"You are articulate people, you can write letters. This is the time for you to exert maximum pressure on public opinion. Above all, you need to influence parents, because it is their votes which are going to decide the outcome of this election," he said.

Referring to an opinion poll carried out before the last election by the TES, which showed that most teachers would vote Conservative, he said: "I don't want that to happen again. I want you to join in with the Labour Party to increase investment in education and to raise standards."

"Between now and the election, it is essential that none of us who use genuinely concerned about the future of our schools does anything to distract public attention from the Government's record of failure in education, and from the case for a policy of renewal and expansion for the education service."

But the moratorium call was rejected by Mr Fred Jarvis, NUT general secretary, who said: "We did not start our action at the request of Mr Radice or the Labour Party, so we are not going to suspend it at their request either."

But Mr Jarvis left the way open for a suspension of action once an election had been announced. The NUT would then discuss its policies on action with the National Association of Schoolmasters/Union of Women Teachers, he said.

He said the union would challenge candidates of all parties about their policies. "There is no doubt the next general election is of overriding importance. There is now a crisis in the service and a threat to the future of education."

Jeremy Sutcliffe

THE ROYAL SOCIETY

SOIRÉE EXHIBITS - AN INVITATION TO SCHOOLS

For many years schools have been invited to send small parties to view the exhibits of scientific interest prepared for display at the Royal Society Soirées. Guests at the Soirées include politicians, civil servants, academics and Fellows of the Royal Society. This year the Society is able to invite school parties to visit on two separate occasions. In each instance groups of senior pupils (led by a teacher) are welcome on a "first come first served" basis.

INDUSTRIAL SOIRÉE

Last year the Society held its first Industrial Soirée, in support of Industry Year. A similar event is being held this year, demonstrating links between basic research and successful commercial products and processes.

Schools are invited to send parties to the schools' viewing day on Thursday 7 May 1987 between 9.45 a.m. and 12.30 p.m. (In special cases arrangements can be made for viewing between 2.30 and 5.00 p.m.). Applications (see below) should not arrive later than 1 May.

TRADITIONAL SOIRÉE

The Society will also continue to hold traditional Soirées, demonstrating recent advances in basic research (and where appropriate their applications). Schools are invited to send parties to the schools' viewing day on Thursday 18 June between 9.45 a.m. and 12.30 p.m. (In exceptional cases arrangements can be made for viewing between 2.30 and 5.00 p.m.). Applications (see below) should not arrive later than 12 June.

Teachers interested in accompanying parties on either occasion should telephone or write to Jill A. Nelson, The Royal Society, 6 Carlton House Terrace, London SW1Y 5AG (Telephone 01-839 5561, ext. 266) as soon as possible and at the latest by the dates given above.

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SHELL FILM LIBRARY

James Meikle concludes his reports from the Assistant Masters and Mistresses Association's annual conference

Union confirms importance of being earnest

The assistant masters and mistresses are happy with their association's rather archaic name, reminiscent, one critic suggested, of the era of the hansom cab.

The earnest title, defended against alternatives such as the Assistant Teachers Association, sometimes seems at odds with the modern London offices, the well-produced glossy publications, and high-profile, highly-quotable deputy general secretary, Mr Peter Smith.

But then, most members do not seem to worry about image in a Kenneth Baker, always-on-the-television, sort of way. They are serious-minded professionals.

Their assembly at Harrogate, therefore, lacked the vim and vigour of some union conferences and individual winging was kept to a minimum.

Attendees would trivialize an important issue, said one speaker in the chagrin of the press. "You should not see that as a matter of confidence," said another teacher after a debate in which union negotiators had been heavily criticized for not consulting grass-roots opinion properly during the long-running pay dispute.

Assembly refused to allow criticism of city technology colleges to be widened into an all-embracing attack on all the "unfortunate interventions" of the Education Secretary. Members opposed a legally-imposed national curriculum in another debate not having decided once in years on with their PR and lobby campaign against the Government suspension of their negotiating rights, they voted not to consider the proposal all over again.

Such inderogation and economy is not common at conferences. Baker-bashing was indulged in, but there was little over-indulgence. Suspicion was evident, however, in the debate on financial management being devolved down to schools. Local authorities could be encouraged to avoid their own responsibilities for funding the service adequately, assembly feared.

It became the first union conference to support the framework of a general teaching council for the self-regulation of the profession, and, in a more



Peter Smith: high profile

politically-contentious debate, educational arguments were made for changing the law on the use of schools by political parties.

Teachers from inner London and Bradford said the threatening presence of right-wing groups had undermined the work of generations of teachers in racially-sensitive areas, and delegates agreed that school premises should not automatically be available for electioneering meetings.

There were moments when the temperature rose in the conference hall with horror stories of stress-damaged teachers' health, and of state of buildings. One speaker urged members to walk out of classrooms that were not considered safe and said that of his school in the last year more days were lost because of the need for emergency maintenance than because of teachers' industrial action.

Endorsement for the four-term year came after some speakers seemed more worried about their holidays than the possible educational benefit for children, though a final policy

decision will be made by ballot.

Yet, there was no debate at all about sexual issues, the law and teachers' responsibility, a subject which got much publicity in terms of newspaper column inches. However, a guidance note from headquarters had presumably covered most of the issues and members of AMMA clearly trust their leaders, notwithstanding the "not a no confidence" motion.

This was evident from the applause given to one of the joint general secretaries, Geoffrey Beynon, who was attending his last assembly, and who has the respect of all the unions, even though his name is hardly known outside the intercircle.

There is trust, too, in the AMMA financial experts, although a few members wanted the executive to reconsider £1 million worth of investments on "ethically sound" lines, alleging that 16 out of 26 companies in the portfolio had connections with South Africa, two were linked to weapons manufacture, and one was involved in gambling.

A letter from one of AMMA's brokers, who helieved none of the companies he was responsible for had significant interests in South Africa, was read to assembly and next business was moved.

This means that AMMA retains a holding worth about £40,000 in Hanson Trust, sponsors of the first CTC in Solihull. (The National Association of Schoolmasters' Union of Women Teachers and Secondary Heads Association have pulled out on financial grounds, while members feel ethically happier.)

AMMA's combination of earnestness, reluctance to strike (far more evident at assembly than the recent ballot against even a half-day protest suggested), and advice to members obviously goes down well with the punters. Now claiming an overall membership of 123,000, the association has more than 87,000 members in English and Welsh state schools and another 2,200 applications have arrived at headquarters since the beginning of March.



Handwork: composer Sir Michael Tippett temporarily took a break from his foundation stone for a new music centre at the Stonar School, the Welsh Independent for girls - but seems to have found time for his first love with a bit of impromptu conducting while speaking to pupils.

Snap cut hits Cardiff in-service training

by Brian Morgan

In-service training for teachers and pupils throughout south-east Wales has been hit by a sudden spending freeze at University College Cardiff.

Expenditure has been forbidden on courses which were not under contract by March 31. Highly-regarded courses run by Cardiff's education department in social studies, creative arts, and a language course that has been run since 1969, cannot now be administered from within the faculty.

Mrs Mair Price, tutor-organizer for in-service courses, had no warning of impending cuts, and has had little time to reorganize funding for courses popular with schools throughout Mid and South Glamorgan and Gwent.

A course in jazz went ahead as planned, but a dance course was initially cancelled. South Glamorgan dance association has since stepped in to help with finance, but teachers and pupils will be asked to pay a voluntary fee.

Mrs Julia Longville, chairman and secretary of the dance section of the

college's creative arts association, teaches PE in Whitcomb High School, Cardiff, says that 100 pupils are expected to attend the dance course by June.

A sixth-form conference in religious education is to be paid for by a Soc Glamorgan Christian movement. Mr Price says that teachers in south-east Wales value these courses highly and opportunity to cross authority boundaries, benefiting from the experience of others.

Courses cover 17 curriculum areas and are thought to be unique in scope and extent in Britain. When Mrs Price returns to campus next week, she will be seeking funds to keep courses alive.

Seven language courses, for example, could be supported by the National Association of Teachers of English.

Courses depend on the help of professionals from outside education and until funding is restored or donated must rely on voluntary goodwill. A course on careers in broadcasting of April 29 is to be paid for by the BBC.

Critical view of gender roles urged

Sex education in schools should routinely include information on homosexuality and lesbianism, presented in straightforward and positive terms, according to a new publication from a local branch of the National Union of Teachers.

Staff at both primary and secondary levels ought to be much more prepared to encourage children to take a critical look at traditional gender roles and to examine their own assumptions of sexual stereotyping, says the book produced by the City of Leicester Teachers' Association.

The publication, brought out to coincide with the NUT's annual conference at Eastbourne, calls on the union to make an explicit commitment to lesbian and gay rights.

It also urges greater sensitivity towards homosexual pupils and for the inclusion in Aids prevention lessons of material "aimed at combating the current hysterical persecution of gay men".

The book was written by the Leicester NUT lesbian and gay rights working party, and includes contributions from gay and lesbian teachers.

Outlets in the classroom: Lesbians and Gays in the School Classroom, is available from the City of Leicester Teachers' Association, 4 Roper Street, Leicester LE1 5XH, 11.95.

Job advisers challenged to tackle racism

by Diane Spencer

Careers officers should take a more aggressive stance against racism in the labour market, researchers say.

A report from the Centre for Research in Ethnic Relations at Warwick University argues that "the common passivity of many officers, which they defend in terms of lack of power, can look suspiciously like an excuse for doing nothing".

The careers service holds a key position in the labour market and has the power to affect the futures of black young people, who are often more dependent on the service than are white youngsters.

Mr Malcolm Cross and Dr John Wrench gathered information on 3,000 young people in nine areas of the country from careers service files and interviewed 80 officers.

They found that Afro-Caribbean boys were more than twice as likely as white peers to be put on a scheme covering training workshops and community projects as a first recommendation.

One reason officers gave for this type of placement was the reluctance of black youths to travel to other schemes further from home. And faced with hostility and discrimination, youngsters often chose to stay together on schemes run by black voluntary groups.

Careers officers often felt they lacked power to challenge racism so channelled black youngsters away from potentially hostile situations.

Instead of opting for the easiest route, officers should take legal action against employers, or at least threaten it, as this had usually caused employers to change their procedures and begin to implement equal opportunities, the report says.



Hot shot: Edward Bond, a pupil at Eton, is restoring a 100-year-old Maxim gun, the pride of the college armoury, for his level in design and technology. He is pictured casting a new swivel arm for the tripod. Edward's enterprise won him £250 in the BP Youth and Industry scheme, which encourages youngsters to restore an industrial artifact or create a new one.

Human resource centres to open

The first handful of a planned national network of "human resources" centres, intended to offer advice on all forms of learning, will open during the next two months. The Institute of Training and Development aims to establish 30 centres with a paid staff of nearly 1,000 within a few years.

The centres initially will concentrate on training and open learning, the field the ITD considers is most urgently in need of expert help and in which it already has wide experience and expertise. Its staff will offer to help companies plan and run training, and tell people how to make the best use of facilities such as the Open College.

But the institute insists that the centres - the first are to be in London, Glasgow, Manchester and Birmingham - will eventually deal with the full spectrum of learning, from pre-school education to retirement courses. Mr Derek Wake, its group managing director, said: "The whole concept of human resource development means rejecting the fragmentation of educational and training activities."

It is about managing and making available all the resources which contribute to the development of the individual, whether in an academic context, at work, or in society."

The ITD, formed in the mid-1960s, has for most of its existence been a small and narrow professional body for industrial training managers, overshadowed by organizations such as the Institute of Personnel Management - which at one point nearly took it over - and in contact with only a small proportion of trainers in industry and further education.

It turned itself to providing information and technical advice for about 6,000 members, who had taken its professional exams.

But a year ago, the ITD decided it was sitting on a goldmine of expertise, readily marketable to those grappling with the expansion of training and management education - both within the big new Manpower Services Commission-financed programmes and in private company schemes. It gave Mr Wake, then its deputy chairman and former principal of the Institute of Management Education, the go-ahead to set up a group of trading subsidiaries to market its know-how.

The new companies have found a ready demand for their services. In a year, they have produced more than £250,000 of profit for the institute by training FE staff on MSC schemes, selling open learning packages, and promoting conferences and exhibitions - as much as the total subscription income from the rising membership, now some 7,000 individuals and 300 organizations.

Earlier this month, the ITD sponsored jointly with the MSC a big Human Resources Week exhibition and conference addressed by a series of leading figures from industry and education, headed by Lord Young, the Employment Secretary.

Lady Platt, the chairman of the Equal Opportunities Commission, announced then that the ITD was setting up a council to act as a national forum for everyone involved in human resource development.

Mr Wake, who has discussed his scheme with Lord Young and MSC chiefs, says the network will be established much more quickly if he can persuade them to provide Government money for it.

Edited by Mark Jackson

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22-31 JULY

WOMEN IN EDUCATIONAL LEADERSHIP: JACQUELINE WOODS, Director of American College Teaching and a leading figure in the American Association of Women in Higher Education, leads a transatlantic debate on career opportunities, legislation, discrimination and other impediments, with contributions from several British women educators.

22 JULY - 5 AUGUST

CURRENT DRAMA PRODUCTIONS IN LONDON I: NICHOLAS DROMGOOLE, Sunday Telegraph critic and Dean of Arts at City of London Polytechnic, sets off a critical analysis of some of the season's plays and performances, with comments from actors and directors.

MUSIC IN LONDON I: ADRIAN SUNSHINE, distinguished American conductor (Leningrad Philharmonic, national orchestras of Hungary, Romania, Portugal etc.) and MD of the London Chamber Players) surveys and analyses the season's programmes and performances at rehearsal and concerts.

ART HISTORY I: FINTAN CULLEN, lately teaching at Yale and writing for The Burlington Magazine, Apollo and the Irish Arts Review, concentrates on the 18th and 19th century British artists in the London collections, utilising the thematic approach and incorporating the latest research developments.

CONTEMPORARY BRITISH NOVELISTS: MARY RUSH, modern literature specialist at the Institute of Education, surveys the current writing scene with comments from writers and critics.

LEARNING TO READ: GABRIELLE MAUNDER, of St Mary's College, an authority on reading and literacy, and children's literature, surveys current methodology, materials and research in this vital and universal theme.

PHYSICAL EDUCATION IN CRISIS: RICHARD FISHER, Vice-President of the Physical Education Association, Co-ordinator of the International Seminar on the Gifted in Sport, lately visiting lecturer in the USA, leads a transatlantic study of a confused arena in which PE and sport - especially, in some quarters, team games - are under threat at the very moment western society is moving into the so-called age of leisure.

CONTINUING EDUCATION: SUSAN WEIL, a continuing education specialist attached to the Centre for Staff Development in Higher Education, is co-ordinator of SRHE's Group on Continuing Education, and consultant to many organisations. An American, she will lead a transatlantic debate on CE practices, policies and partnerships, and study how traditional institutions and recent initiatives are meeting the challenge of societal change.

THE CREATIVE PROCESS: TREFOR VAUGHAN, of the Institute's Department of Child Development and Educational Psychology, leads a transatlantic study of the ways in which ability and talent in young people is recognised and encouraged, and looks at current research, programmes and materials.

5-14 AUGUST

LEADERSHIP & PERFORMANCE ASSESSMENT IN HIGHER EDUCATION: RICHARD MILLER, Co-ordinator of the Higher Education Programme at Dnlo University and author of several standard works, will debate the nature of leadership, its concepts, styles and roles, and look at transatlantic contrasts in leadership and the various methods of assessment.

5-19 AUGUST

CURRENT DRAMA PRODUCTIONS II: NICHOLAS DROMGOOLE selects another group of plays for critical review. **MUSIC IN LONDON II:** ADRIAN SUNSHINE analyses another group of summer season performances.

ART HISTORY II: MONICA BOHLY DUCHEN leads a critical survey of contemporary European paintings in a broad sweep of the London museums and art galleries.

THE MUSEUMS AND EDUCATION: GRAHAM CARTER, Head of Education & Interpretation at the renowned National Motor Museum, Palace House, the Maritime Museum, and the Beaulieu Estate, surveys and analyses the educational role of museums, and their relationship with the formal education system. He has been chairman of the Group for Education in Museums.

PUBLIC SERVICE BROADCASTING: ANGELA SPINDLER-BROWN, independent TV producer and visiting lecturer at the Open University, studies the BBC as a pioneer in PBS and educational broadcasting, and surveys the contributions of the independent TV and radio companies, the Open University and the soon-to-start Dpn College.

EDUCATION, TRAINING & EMPLOYMENT: CLYDE CHITTY, of the Post-16 Education Centre, leads a transatlantic study of the education-training-employment interface, the impact of recent legislation and government investment in training and job creation schemes, and the need for more and improved resources in a field of vast importance to all nations and regions.

CONTEMPORARY BRITISH PLAYWRIGHTS: RONALD HAYMAN, the noted scholar, writer and The Times critic, analyses the work of some of today's leading playwrights, and assesses examples of their work on the London stage, with commentaries from playwrights and directors.

EDUCATION FOR THE TRAVEL & HOSPITALITY INDUSTRY: PETER JONES, Degree Course Leader in Brighton Polytechnic's Department of Hotel, Catering and Institutional Management, former restaurateur and hotel chain executive, and textbook author specialising in the behavioural sciences as applied to the hospitality industry, surveys the programmes preparing entrants and mid-career workers in an industry that is crucial to the economic health of most western nations, compares provision on both sides of the Atlantic, and studies the prospects for more academic cooperation.

To encourage British and other European participation, the already modest Registration fees have been reduced by the Institute to only £150 for the 2-week courses and £125 for the Leadership seminars. It is hoped LEAs and other in-service funding bodies will top up the Institute's contribution. Please note: the fees do not include the cost of field trips (usually only a bus or Tube fare) or concert/theatre tickets.

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Application form from James Pfall, Administrative Director, CEDAR International, Institute of Education, 20 Bedford Way, London WC1H 0AL. Telephone enquiries to Jean Farr, Administrator, CEDAR International, on (01) 636 1500 ext. 225.

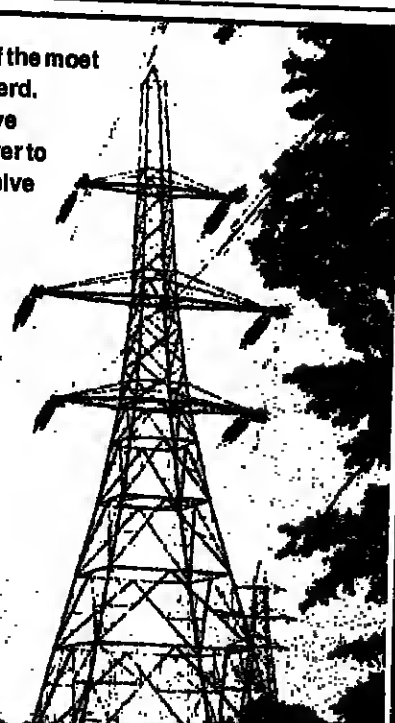
Concurrently, CEDAR is organising 13 courses lasting 4 weeks on contemporary education and society, mainly for those taking higher degrees. Details from the CEDAR office.

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'Behind the Power' and 'Power to the People' are two of the most recent films from the Central Electricity Generating Board. 'Behind the Power' (27 minutes) illustrates the extensive research underpinning the Board's key activities. 'Power to the People' (24 minutes) includes extensive use of archive footage, and traces the fifty year development of the National Grid. Both titles are available in both Film and Video formats.

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The exam system springs into action soon. *TES* correspondents report on the successes and failures of its counterparts abroad



If the cap fits: Russian girls show off their school uniform fluff in Moscow's Red Square

More testing times under glasnost

Schools examinations are regarded with awe in the Soviet Union. There is a whole ritual of being decorously dressed and groomed for the occasion. In many places, the traditional best school uniform for girls is still a white frilled apron over a dark dress, and the younger ones wear a big white butterfly bow in their hair.

Pupils are examined orally, one by one, standing before a panel of examiners, mostly unknown but possibly including teachers from their own school. At the end of the school year, the building is hushed. The younger children have already started their holidays so there will be no noise to distract the members of classes 8 (14-year-olds) and 10 (16-year-olds), whose hour has come. Families suffer in sympathy and no one would think of wishing a candidate good luck for fear of tempting providence.

The children who have finished class 8 need to pass exams in Russian language and mathematics before they can leave school to attend a two-year technical course. This is designed to fit them for an adult job, but at the same time they follow an additional two-year school programme at evening classes. Those who wish to stay on at school for another two years also need

SOVIET UNION

to pass the Russian language and maths exams to move up to the ninth class. The main school-leaving exams are taken at the end of the full 10-year course, and the pupils' chances of higher education depend on those results.

Long ago, annual exams were the rule, but they were certainly not one of the best features of the school system. They were retained in the Ukraine, but have been out of favour in most parts of the country for many years.

Now that *glasnost* is sweeping the Soviet Union, educational reform is in train. From time to time, there had been talk of changing the syllabus, the number of years of schooling, and the raising or lowering the ages of starting and finishing school. Changes were made in some republics, particularly on the question of the use of national languages.

In recent years, methods of introducing modern computer science to the classroom have caused much concern, and this has led to many significant innovations. However, the examination room has remained untouched. Oral examinations have continued to predominate, held only at the

end of the eighth and tenth school years. An article on examination stress in the Young Communist paper, *Komsomolskaya Pravda*, set forth a number of changes to the exam system, due to be introduced during this year and next. The most important would seem to be that of holding examinations for junior classes at the end of the summer term, starting with class 3 (nine-year-olds).

This, to the Russian parent, will be hard to swallow. Examinations are, they believe, for young adults, or at least for teenagers who are looking forward to further study if not actually to holding down a grown-up job in the near future. They have nothing to do with primary schooling at all. The innovation is to be brought in at the end of this summer term for classes 3, 4 and 5.

The second novelty is that these examinations will no longer be oral. Written papers will be required. When classes 7-9 are scheduled to start their exams in the summer of 1988, they will be examined orally in whatever subjects are selected by their own teachers besides the written exams expected of the junior classes.

Once again, the children will no doubt accept whatever their teachers prepare them for, but the parents,

remembering their own childhood, will be likely to look back on a golden age in comparison with the demands on their own unfortunate offspring. A Soviet Ministry of Education official said that changes in the educational system had been made to improve quality by "rooting out a mania for marks" and raising standards. He maintained that pupils' knowledge was increased by 5 to 7 per cent by having annual exams. But school doctors and children's psychologists find the condition of eighth-class pupils at exam time beyond anything they have ever experienced.

"They take tranquillizers, they are nervous, they lose their tongues from fear, they cry," says one consultant, "and this is the eighth class. Whatever will happen to the younger children?"

The director of the Institute of Educational Psychology asks why the Ministry of Education never asked for an opinion on the new step.

Another critic says that the re-institution of exams for younger children seems a useless and unkind experiment. "Do we really need these exams today, or are they only necessary to give the appearance of ministerial activity?"

Jennifer Louls

135,000 go down and out of class

ZAMBIA

The long-awaited results of the seven (end of primary education) examination, which was announced in Parliament by Mr. Kabwe, Zambia's Minister of Education and Culture, leaves 135,000 12-year-olds squeezed out of the school system.

This scenario repeats itself year after year, but in 1987 the anguish is deep. Out of 176,902 pupils who sat the examination at the end of last year, 42,527 have been selected for the eight (this year). This brings the number of school drop-outs to 134,375, and the grade nine selection committee, 41,101 children in the 14 to 15 age group were also pushed out of school education.

In a hard-hitting leader column the *Times of Zambia* said of the "fiasco": "Every year the story is the same. The danger is that the schools may get used to it and begin to consider it normal."

This drop-out rate, which is essentially a reflection of inadequate school places rather than the inability of pupils to pass examinations, is an extremely serious indictment of the Zambian education system.

The ultimate test among people how well they provide for the children. Going by this, the present generation of Zambians is just not doing well at all. For we are denying a large part of our children the opportunity of a decent education for youth.

The paper added: "This is a very serious problem which has faced Zambia since independence. It will reflect upon us long after we have left this country. Our national pride and our children's future are at stake."

"It makes even greater sense since the returns are so low, much higher than in any other field. Investment. But we are still not investing as much as we could in education, both formal and informal. It would seem that the best of school drop-outs is to be considered an annual nuisance to be forgotten immediately after the results are tabulated in Parliament."

In Parliament, a back-bencher Mr. Kabwe said the pupils who had failed to find grade eight places were to be increased the number of places for other social problems. Rising prices led to riots across the country, copper belt last year.

Union leader calls for the demise of chalk and talk

UNITED STATES

Bill Norris reports on anxieties about the slow pace of technological change in the classroom

Teachers in the United States are expected to leave the profession within the next six years, requiring no less than 23 per cent of college graduates to enter teaching each year up to 1994 to maintain present staff levels.

Mr. Shanker called his scheme "phase two" of the school reform movement. But according to Mr. William Bennett, the Education Secretary, phase one is already in danger of foundering.

On the day following the AFT leader's speech, Mr. Bennett accused the rival teacher union, the National Education Association, of retarding reform by demanding "jobs and jobs of money" before the schools could be improved.

This is political extortion, he told the Education Writers Association. "This is nothing short of hijacking education reform and holding it to ransom."

Mr. Bennett cited examples. In Texas, he said, plans had been abandoned to test teachers' subject know-

ledge. In Maine, North Carolina and Tennessee, proposals for teachers' career ladders - "one of the most fundamental principles of education reform" - were under threat.

Mr. Bennett was critical of opposition to raising high school science requirements in deference to the drop-out rate. Higher standards, he said, lowered the drop-out rate rather than raising it. "Shooting yourself in the foot is one thing, but shouting yourself and American students in the brain is another. That is backsliding."

The Education Secretary's strictures drew instant response from the NEA, whose vice-president, Mr. Keith Geiger, accused Mr. Bennett of trying to divert attention from his own failings, including the congressional rejection of his bid to slash the education budget by 25 per cent.

"You're not going to reform education without paying teachers a salary to attract the best," he said.

This is not how Mr. Shanker sees it. He said of Mr. Bennett's speech: "There are states where there are good teachers, but we're not going to move ahead. But if we take responsibility, I think many of the resources we need will come after we make the moves."

Moral lessons in patriotism

Who was at fault when those young American marines trod their country's secrets at the US Embassy in Moscow for sexual favours? Their teachers were to blame.

Mrs. Jesse Kirkpatrick, former US ambassador to the United Nations, told the National School Boards Association conference in San Francisco last week that "values neutral" education was at the root of the marines' peccadilloes. It was indecisive, she said, of the nation's failure to teach how to be an American, an understanding that would give birth to patriotism and love of country.

To any foreigner living in this hold of gun-ho flag-waving chauvinism, Mrs. Kirkpatrick's suggestion might seem absurd. The schools might not be doing too well in the reading and writing departments, but their inculcation of patriotism appears to have been all too effective.

Nevertheless, the whole subject of "values neutral" education is being

taken very seriously these days. There is a growing consensus that pupils ought no longer to be encouraged to make up their own minds on ethical issues. For, like the marines, many seem to be reaching the wrong conclusions.

The movement to replace free-thinking with a programme of moral guidance in state schools has attracted some strange bedfellows. Conservatives and religious fundamentalists have long been critical of the present policy, which began in the late 1960s, but now they have been joined by such noted liberals as Mr. Norman Lear, founder of *People for the American Way*, and Mr. Terrell H. Bell, the former Education Secretary.

At a Washington conference last week, some 250 religious leaders, educators, textbook publishers, and policy-makers from both sides of the political spectrum reached an agreement. It was time, they said, for the

schools to begin to impart civic virtue, and to take clear positions on right and wrong behaviour and personal morality.

"Values neutral" education found itself blamed by delegates for racism, violence, teenage pregnancy, drugs, high school dropouts, and even the current scandals on Wall Street. But while there was a consensus that the qualities of honesty, responsibility, self-discipline and compassion, should find their way on to the curriculum, other subjects posed problems. What of abortion, sex, and AIDS?

The new movement, which could bring about a dramatic change in the tone of state education in the United States, has been welcomed by Mr. William Bennett, the Education Secretary. It was, he remarked, exactly what he had been advocating for the past 10 years. Mr. Bennett has undoubtedly been saying this to the schools ever since he took office. Perhaps he should have told it to the marines.



Easy-going life-style, but hard times for British teachers

The sun may be shining but it's not a holiday

GREECE

Halana Smith on the drawbacks to private language school contracts

Two weeks after the ruling of a Greek court in Salonika, the British Council is to renege two of its longest serving teachers after the Easter break. The verdict has come at a time when British teachers throughout Greece are re-assessing their place in the sun.

The dispute at the council arises over the union activities of Mr. Luke Prodromou and Mrs. Julia Tunnar, who were urging improved pay and working conditions. This campaign brought about their summary dismissal at the close of 1986. Teachers at British Council centres in both Athens and Salonika earn about £320 a month, with no fringe benefits.

Yet the plight of the British Council teachers, many of whom are considering handing in their notice if the present pay negotiations fail to yield profitable results, is an enviable one for British teachers who have found employment in one of Greece's fastest growing industries - the private language schools.

Lured by the sun and the leisurely pace of Greek life, native speakers have few problems finding jobs in the *franchise* or private language schools.

These, along with privately-owned fee-paying cramblers, have burgeoned as competition for university places has grown fierce. However, despite the fact that the British teacher's role is felt to be an "integral" one within the private language school, few feel entitled to stay on.

Soaring rents, mounting inflation and low salaries locked in a wage freeze imposed by the socialist Government's economic austerity policy until December this year, have already

driven many to packing their bags and going back home.

Unlike their peers at the British Council, where work permits are customarily arranged, along with statutory health insurance, many have experienced horror stories at the hands of a merciless Greek bureaucracy, trying to achieve birth. Those who sign contracts in Britain are often misled into believing that such fundamentals have already been dealt with.

"Our positions in these language schools are purely cosmetic," said an exasperated Mr. David Gibson, a teacher with 15 years' experience. "We are window dressing. Every *franchiseur* must have its native speaker, but it doesn't matter whether your degree is in English, education or forestry."

Mr. Gibson, who has worked in Greece for more than seven years, could cite only one experience out of the six language schools at which he has taught where there was mutual respect, freedom in what he taught and choice of material. "Difficulties have often been made worse," he said, "by the fact that my employers have rarely spoken English."

Language school salaries, drafted by the Ministry of Labour at a fixed hourly rate, are low and neither take into account qualifications nor experience. Teachers are openly urged to supplement their meagre earnings with plenty of private lessons, but the heavy marking loads and long erratic hours, dominated by traditional "siesta" timekeeping, rarely make this a possibility.

Greece, for all its charm and easy-going life-style is, as the teachers will bitterly testify, no longer a cheap place to live. The minimum rent for a one-bedroom flat is £125 a month and many goods such as electrical appliances and cars far exceed British prices. "It is a fallacy," they said, "that Greece is still a delightfully cheap spot in the sun. Beware of enticing advertisements offering lucrative and rewarding jobs out here."

Anti-Marxist library purge

FRANCE

Censorship to protect young people from allegedly harmful literature has again aroused public protest. A few weeks ago M. Charles Pasqua, the Interior Minister, had to abandon his attempts to ban several pornographic magazines on the grounds that they were morally dangerous for minors.

This time, children's books are accused of fomenting the 1949 legislation. Librarians, authors and the publishing houses, Seuil, Hachette and Gallimard are protesting against the blacklisting of some children's books stocked in public libraries.

The instigator of the campaign for censorship, which is gathering momentum in the Paris area, is Mme Marie-Claude Monchaux. She is a member of the anti-Marxist association, the Inter-University National Union. In her book, *Writing to Horn*, she denounces a devious plan she claims was launched 60 years ago by subversive Marxists bent on destroying children's moral values.

According to Mme Monchaux, they have taken over children's literature to the point where the 1949 Act is contravened by depicting deceit, violence, sloth or other evil doings in a favourable light.

She has encouraged the mayor of a north-eastern suburb of Paris, M. Pierre Demand, to investigate the children's books in his local library. He says he has found some "horrors" and



Out of harm's way: concern over children's literature

that he feels it is his duty as an elected representative to have them withdrawn and their authors outlawed.

M. Demand, who refused recently to enrol the children of new immigrants in nursery and primary schools in his locality, is not the only influential convert to Mme Monchaux's theories. Much to the indignation of librarians, the Paris municipal council set up a commission last October to draw up a monthly list of recommended children's books.

Books have also been withdrawn from the children's sector of a library in the smart sixteenth *arrondissement* on the orders of a councillor, Mme Solange Marchal. She says children's books should develop a sense of adventure, courage and virtue and not plunge them into a terrifying, adult world.

Mary Follain

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LETTERS

LETTERS



Infants' staff are still overlooked by head hunters

Sir - Yet again there has been criticism of the lack of opportunities for women teachers to reach senior positions. What does not appear to have been considered, however, is the unreasonable bias against infant schoolteachers. Many of these, especially those in senior positions, are at least as well qualified as their counterparts in junior and secondary schools, yet time after time local authorities and governing bodies seem to think that teachers who have elected to work in this particular field are somehow inferior to the rest of the profession. What is worse, in these days of filling rolls, many infant schools are being amalgamated with junior schools, yet the chances of an infant teacher being appointed to the headship of the resulting primary school are virtually nil. This is totally unfair, but I have yet to learn of any concern about this by the unions. Perhaps there isn't enough political

milage in it for them? Before I retired I held a senior position in a comprehensive school. One of my colleagues in an equivalent position had come from a primary school, yet she did the work excellently, because she was a trained teacher. Similarly, I am convinced that an experienced infant head or deputy head could administer a junior school; the age of the children is really irrelevant. Perhaps Mr Baker should make it mandatory for senior applicants from infant schools automatically to be shortlisted for posts in primary schools, so that good teachers are not dissuaded from entering this most important area of education, on which junior and secondary teachers build.

A P GRAMSON
9 Furrowfield
Kingswood
Basildon, Essex

Clear benefit

Sir - In Sami Bayliss's article (TES April 10) about our recently published book *The Effects of Early Education*, it is mentioned that the long-term educational advantages that our research has shown to be due to differences in parent motivation between children, according to whether or not they attended a preschool placement.

A large part of the research was aimed at eliminating the effects of intervening background factors. A variety of analytical approaches were adopted and all pointed to the same conclusion - that attendance at a nursery school or a voluntary playgroup was associated with increased achievement at 10 years.

The preschool effects on educational achievement were seen after taking account of social background factors, measures of parent interest in the child's education, later school experience, that it was the extreme scepticism to think that these were due to other independent "selection factors" not represented by the variables in our analyses.

While we concur with the view that the provision of preschool educational and day care services can be justified on the basis of the immediate benefits, and the fact that longer educational benefits can also be demonstrated adds further weight to the argument for such provision.

A F OSBORN and J E MILBANK
University of Bristol
Department of Child Health

Group guidance

Sir - We are a group of concerned parents who are trying to organize an independent, politically-neutral body to represent parents' interests in Newcastle upon Tyne. We hope to achieve recognition by our local education authority and other institutions involved in our children's education, and persuade them to listen to the concerns and aspirations of parents.

Our membership is open to all those whose children attend our city's schools. We believe that parent power will be a reality only when ordinary parents are being listened to and not spoken for.

We would like to appeal for contact with any parents in other parts of the country who have tried, successfully or unsuccessfully, to form similar organizations. Please write to me at the address below.

PHILIPPA SUTTON
Secretary, Steering Committee
Parents' Federation of
Newcastle upon Tyne
c/o Second Floor
MEA House
Newcastle upon Tyne
NE1 8XS



Positive parents

Sir - The comment (TES, March 27) on HM Inspectorate guidelines on homework assume one style of homework: individual study with text and with response to be marked later. Fortunately, the article by James Meikle stressed the wide variety of more appropriate real tasks which can reinforce school work, increase motivation and do not, incidentally, depend on home circumstances which provide an environment for traditional study tasks.

Tasks such as research and community involvement meet with the approval of most of the 46 children here at Sinfon community school, who con-

tributed to a colleague's homework survey. They also confirm that parental approval and support encourage positive attitudes to homework. I quote:

"My parents think homework is important."
"It is good practice and useful."
"The minority who report a lack of parental support. 'We have enough school work in the day' have negative attitudes themselves. 'We should not be made to do extra work in our free time'."

"My parents think it is useful."
"It is good practice and useful."
"The minority who report a lack of parental support. 'We have enough school work in the day' have negative attitudes themselves. 'We should not be made to do extra work in our free time'."

PAT COLLINGS
Headteacher
Sinfon community school
Farnhouse Road
Sinfon
Derby

Noting changes

Sir - I was disappointed to find some inaccuracies in the two articles by Sami Bayliss referring to unqualified teachers (TES, March 27). The impression given is that the problem over qualified teacher status and pay is a matter that concerns only the Inner London Education Authority.

In fact, it affected every local education authority in England and Wales which was recruiting teachers trained outside England and Wales.

The DES changed its notification practice last July but failed to notify authorities of the change.

The ILEA became aware of the problem last October and made immediate representations to the DES because of the detrimental effect on payment to teachers caught up in the problem.

When it became obvious that the DES had no intention of seeking an early change in the Education (Teachers) Regulations 1982 the ILEA led the way in obtaining agreement with the teacher unions for an amendment in Burnham provisions.

The article refers to the date of effect of the Burnham change being

January: that was actually when the management side agreed to press for a change.

In fact, a full Burnham meeting agreed the change on February 2 and issued a draft circular. The amending order itself was made until February 18, effective from February 25. This reached the ILEA at the beginning of March and the pay review implementing it began the same week.

I am pleased to be able to confirm that all the teachers named in the article have now had their salaries reassessed.

It is hoped that our review will be completed shortly to enable revised payment in April for most teachers in this position.

NIGEL TURNER
Director of personnel services
and equal employment opportunities
Inner London Education Authority
The County Hall
London SE1

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

Female fortunes

Sir - The routes to headship traced by Peter Earley and Dick Wainling in their study on which they based *The TES* article (March 27) highlights yet again the numerical imbalance between male and female secondary heads nationwide. In my experience, a crucial factor in ensuring that the potential of future female heads and deputies is not wasted is active encouragement into middle management roles along with structured training in management skills.

There is a very real risk that a similar

survey in 1992/93 would reveal a deterioration in the situation when so many secondary school structures are hierarchically top-heavy with male teachers. It is too late to bemoan the dearth of applicants for deputy headships when the preparatory stages have been missed. Heads and deputies must address this by taking action as part of planned staff development policies.

PAT COLLINGS
Head
Sinfon Community School
Farnhouse Road, Derby

Phone tapping

Sir - Your In Brief item headed "Bugging clam" (TES, April 10) described an experience I have had recently on my home telephone.

I hope, in view of the serious nature of what I have said to your reporters, that you will allow me space for a correction. First, that the term "bugging" is not the appropriate one and should be "tapping". This is by no means a technicality as the former applies to many different kinds of secret surveillance while the latter specifically applies to telephones.

In the Interception of Communications Act (1985) it is stated that: "When moving the Second Reading of the Bill for this Act the Secretary of State for the Home Department said that 'bugging' and other forms of surveillance were not covered by its provisions (it should be noted, however, that there is nothing expressly excluding them)." (See notes to part one, "Prohibition on interception").

Second, your report incorrectly stated that I am complaining to the Home Office about the incident. I am intending, through the legal department of the National Union of Teachers, to ask for the Interception of Communications Tribunal to examine my complaint because I simply do not know who is responsible for the disgraceful invasion of my privacy.

TONY MILLER
National executive member
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230 Akester Road
Wythall
Worcestershire

Parental role

Sir - I feel sure that the pessimistic reports on the effectiveness of parental involvement in reading schemes contradict the experiences of many parents, teachers and educational psychologists. However, my own experience leads me to support Barbara Fildes's suggestion that it is necessary to plan parental involvement schemes with care.

Here in Hounslow several schools have run formal "paired-reading" schemes successfully. Teachers recognized the need to start the schemes off on the right foot and invited parents to attend meetings at which the importance of their co-operation was outlined, and during which teachers demonstrated how one should help a young child read. Once the schemes were under way, teachers encouraged parents to keep in regular contact with them and make time available to answer questions, discuss reading materials and talk about children's progress. In addition, the teachers met

together with the educational psychologist for regular support/discussion groups. After a while some of the teachers abandoned the formality of "paired-reading" but still continued to keep personal links with parents who were listening informally to their children read.

Clearly, a parental-involvement scheme in which teachers and parents maintain regular contact to discuss the child, the books and any problems which might occur involves much more of the teacher's time than a scheme which consists solely of giving children books to take home. However, most of the teachers who took part in the scheme felt that the contact with the parents and encouragement for their efforts were essential to the success of the schemes. Many children made quite remarkable progress.

JEAN CAMPION
Educational psychologist
Child Guidance Centre
92 Bath Road
Hounslow

Standard jibes

Sir - Once again we hear a Government minister losing no opportunity to denigrate the work of Britain's schools.

In a weekend discussion (*This Week, Next Week*) about higher education, George Walden MP, in his opening remarks answering points made specifically about the exodus abroad of British research scientists said: "... we all know we have some very serious problems of standards in our schools..."

The remark was unnecessary, and said apropos of nothing. Even if the remark were true, and I do not accept that it is, as a parent I take this as further evidence of the Government's express intention to run down state education.

Minister after minister slips in similar, unsupported statements at every opportunity. More has never been lower in our schools. This sort of deliberate, systematic propaganda is designed to lower morale further among education providers - primarily teachers - and gratuitously to stimulate parent worries at a time when "standards" by every available measure have never been higher.

This negative approach is, of course, a self-fulfilling prophecy. Eventually we shall witness a complete breakdown in state education. The only education minister who showed any signs of a positive approach to state education, Chris Patten - was quickly moved to another department.

Those who care for the future of state education must be alert to the black propaganda war being waged by that in part at least it is a smokescreen for the real problem - underfunding. Those of us whose children are attending state schools must not be content with the poor buildings, poor furnishings, undervalued and (still) poorly paid teachers and poorly resourced new courses.

Our children, and the future of this country, are too important for that.

PATSY CALTON
30 Melbourne Road
Barnhill
Stockport
Cheshire

Better reading

Sir - While realizing that the report and article about parent involvement in reading (TES, April 3) is chiefly concerned with practice in infant and junior schools, I feel that it is worth mentioning that a "no-score draw" result has not been my experience at the secondary school where I teach.

Here, instead of trying to interest parents in giving reading help to their children at home, I have this year arranged for 25 parents to come into the school for an hour each week to hear some first-year pupils read. They do not work with their own children but with children of the same age as their own. The parents are asked to help the pupils "read for meaning" rather than adopt a phonic or "look and say" approach, and pupils are encouraged to predict unknown words; praise is given liberally to reinforce correct reading.

Before the reading project started, the pupils were all assessed on a

Spencer Group Literacy Assessment (1981) which showed that 41 of our first-year pupils had a reading age which was at least two years below their chronological age. For 12 of these pupils read to parents twice, three times each week and, on average, using a Gapadol Test (Melrose Anderson 1972), significant improvement was shown to have been made.

The mean reading gain was 18 months, but for the 28 pupils in the same classes who received no parental help their mean reading gain was less than one month. It might be thought that pupils of secondary school age would be reluctant to read aloud to parents, but, in fact, they were keen to do so, and many of the parents have reported an increased interest in books on the part of their children.

HILARY THORNBURGH
Oldborough Manor
county secondary school
Boughton Lane
Maidstone
Kent

Lost members

Sir - The members figures of the teachers' unions have always been a matter of some scepticism by impartial observers and such unions as the National Association of Schoolmasters/Union of Women Teachers who hold national computerized and audited membership records. However, James Meikle's article "Troubled waters of the unions" (TES, April 10) gave a new dimension. The gains claimed by the Professional Association of Teachers and the Assistant Masters and Mistresses Association (AMTA) when set against the attributed losses of the NAS/UTW and the National Union of Teachers (31,000) show a discrepancy of 4,000, but this is further exacerbated when the NAS/UTW figure is corrected.

NAS/UTW membership at December 31, 1985 was 127,612 and at December 31, 1986, was 123,003, a loss of 4,609. This loss of 2,877 persons is close to the national reduction in teaching force.

The attributed loss of 11,000 is a total inaccuracy. When the NAS/UTW figure is used in Meikle's calculation the "so called" gains exceed the losses by some 11,000. The figures must call for the verification of someone's figures into question.

Perhaps it would be appropriate to query the inclusion of 14,000 students who have left the profession, the associate and retired members, the claimed AMTA membership, the NAS/UTW were to do likewise, this would add a further 40,000 members to the total.

BARRY GANDY
Assistant Secretary
NAS/UTW
Hillscourt Education Centre
Rose Hill
Rednal, Birmingham

Deaf in fiction

Sir - I am developing a course for social workers with deaf people. In connection with this, I am interested in examining the treatment of deafness and deaf people in fiction. While it is relatively easy to find out about books of a more literary kind (for example, *Eva Trout* by Elizabeth Bowen or *The Heart is a Lonely Hunter* by Carson McCullers), the discovery of more popular fiction which deals with deafness is largely a matter of luck. Romantic novels, detective stories and science fiction yield particularly interesting accounts, but I would be grateful for details of any work of fiction that includes a reference to deafness.

If any of your readers can supply me with any information I would be grateful. Details of the title and author of any relevant book would be sufficient. Any further information would, of course, be greatly appreciated.

SUSAN GREGORY
Senior project officer
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Buckinghamshire

Moving on

Sir - Your front-page story about applications for extra-district places from Brent (TES, April 10) shows a naïveté that I would not expect from your reporters. Had you probed you would have found that for about 600 children to be seeking places elsewhere is nothing new.

In fact, in the early 1970s, had I thought we would not have been able to negotiate at least 600 places every year for the transfer group, there would have been inadequate space within Brent for the majority of the age group.

A glance at a map will show that Wiltshire stretches into inner London and there is a long history of pupils crossing the boundary to first the London County Council and then the Inner London Education Authority. The planning of new school buildings took this into account and the provision of voluntary school places for the secondary sector left Brent with no Church of England schools or Jewish schools. The Catholic schools were not large enough for the big Catholic population.

I do not dispute that it is likely that Brent has a surplus of places overall. That has been forecast for many years but there were sceptics who would not believe the evidence and whatever plans were considered by the council for reorganizing were defeated.

The chronic falling rolls of which you speak are part of a widespread phenomenon and have nothing to do with the negative publicity from which Brent has suffered recently. It would be nice to think that a borough which has so consistently been generous to its teachers and generous with the number of teachers would not be envious for something over which it has no control, the low birthrate of 11 years ago.

GIVEN RICKUS
Director of Education
Brent, 1971-1984
2 Cranwell Close
Brisqmore
Chislehurst
Dorset

Degree tinkering is no solution to maths problem

Sir - I was disappointed to read "Call to reduce maths degree entry needs" (TES, April 3). To reduce university entry requirements for courses in mathematics does not fully lace the problem of increasing the supply of mathematicians.

Many capable students, well-qualified in terms of A level grades and with a good knowledge and understanding of the work they have learned in a double-subject mathematics course still find university courses difficult. I wonder how weaker students would fare? Would university courses be modified to accommodate them?

My students, returning to school to report on their progress at university, often bring with them distressing stories of drop-out rates. My evidence is limited and perhaps not too accurate, but just what proportion of beginning mathematics undergraduates survive their courses and take home a degree? I suspect the wastage is already considerable.

The proposal to lower entry requirements assumes there is a good number of students wishing to study the subject but unable to obtain high enough grades. Is this so? One of the problems seems to be that mathematics is not now so fashionable as it once was. I believe this stems from ignorance of career opportunities. In the minds of many students only teaching follows a mathematics degree and for various

reasons that is not always seen as a promising future.

At Queen Elizabeth's we have begun to run an afternoon conference specifically on the careers open to graduate mathematicians. There is need for a great educational campaign concerning career openings for mathematicians.

Schools at large do not see their role as being to meet national shortages. More personal and departmental concerns are easily over-riding. Teachers of mathematics themselves must be more energetic in encouraging students to think positively about A level courses that can eventually lead to a mathematics degree. This is not to "poach" but to give students sufficient information so they may make informed and balanced career judgments. Local industrialists and university staff can - and do - help greatly here. I have received the most generous assistance from university staff.

Today more than ever, career prospects dominate choices of subjects at A level and beyond. Rather than tinkering with university entry requirements it would be far more helpful to make a better statement to our O level students of the interest, value and potential of a mathematical education.

M BANCROFT
Head of mathematics
Queen Elizabeth's Grammar School
Blackburn

Multiple users

Sir - It is encouraging to learn that a committee chaired by Sir Wilfred Cockcroft and Sir Herman Bondi is considering the current problems of school mathematics (TES, April 3). All their suggestions for future changes are important, though some will be easier to implement than others.

May I comment on the suggestion that the mathematics taught through other school subjects should be investigated?

Traditionally, school mathematics has been taught in three stages which differ from each other in the use they make of scientific information. Practical mathematics involves teaching mathematics through its applications, pure mathematics makes no use of applications and, at the third stage, the relevant scientific theory is expressed in terms of known pure mathematics and the formulae so obtained are applied to specific problems. When the only school science which

made much use of mathematics was physics, it was reasonable to assume that co-ordinate geometry and differential calculus should be taught to able sixth-formers as pure mathematics and then applied to problems from Newtonian physics.

This combination of pure and applied mathematics has served many generations of sixth-formers very well, but it is less useful for students who are interested in using mathematics, including statistics in their studies of the biological and social sciences.

These new users of mathematics are less exact sciences than Newtonian physics. Applications to them can and should be used to extend the range of practical mathematics taught at both main school and sixth-form levels to include at least some graphical algebra, the use of differential coefficients and descriptive statistics.

A change in this direction could be more beneficial than a reduction on the present syllabus.

FREDA CONWAY
27 Cedars Court
Leicester

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Why should those entrusted with the important job of educating our children be any different?

Richard Gorton is principal of three rural primary schools in Farnham, Dorset.

The inevitability, if not the imminence of a general election, seems certain to sharpen the debate over education. What has so far emerged from the Conservative camp indicates further moves to weaken local authority control and to strengthen the role of central government and the private sector.

The implications of this for both the quality of education and the future of a viable local government are worth examining. The Government's claim appears to be that many inner-city schools are producing poorly-educated and unmotivated graduates. Left-wing Labour authorities, concerned with the irrelevant or peripheral issues of race and sexual preference, have adulterated the school curriculum with politically suspect topics like peace studies. Teachers and their unrepresentative and militant union leaders have been given too much power. The balance needs to shift back to the headteacher, the parent and the Department of Education and Science.

Inner-city schools no doubt have many problems, but whether these can generally be attributed to the inadequacies of the responsible local authority seems doubtful. Research on school attainment certainly provides no evidence to the view that left-wing councils have a monopoly of poor results.

The latest contribution to the debate, from Gray and Jesson, at Sheffield University, not only places Manchester and Liverpool high in the league table, but puts the aggressively Thatcherite Hereford and Worcestershire well down. The recent HM Inspectorate report on Sheffield, a long-time Labour-controlled authority, spoke highly of the quality of education in the city. Overall, research would caution against any simplistic attempt to relate an authority's politics to the performance of the education service.

Current problems in the schools relate more to the deprived environment from which many youngsters come, and the bleak prospects they face on graduation, than to any marginal changes made to the school curriculum by councillors, whose control over their teaching staff is, to say the least, indirect. The fact that the Thatcher Government has more than doubled even the officially-constructed unemployment figure, and has seen the number of families living below the supplementary benefit level increase by some 40 per cent to 770,000 by 1983, the last year for which full figures are available, has had major implications for the country's schools.

Solutions to the problems of inner-city schools will largely be found in tackling the wider environment of deprivation and despair. To the extent that they can be found within the school system they are likely to have more to do with funding than with yet another restructuring exercise.

Ministers' attacks, whether on left-wing authorities or teachers, may provide scapegoats, but it should not be allowed to deflect attention from the Government's own neglect of the educational area. This can be illustrated by looking at changes in government spending since 1979. DES spending has increased by 6 per cent in real terms, compared to a 28 per cent increase for Defence, 39.5 per cent for Social Security, 50 per cent for the Home Office and 90 per cent for Employment, the latter largely through an expansion of programmes designed to massage the unemployment figures.

The Government's efforts to curb the spending powers of local authorities and to shift the burden of taxation on to the rates has hampered local authority efforts to maintain schools and purchase necessary equipment, let alone improve the service provided. Central government grants

Local authority spending has declined since 1979 while Government spending has increased by 14 per cent

financed nearly 60 per cent of local authority spending in 1979-80 but only 44 per cent in 1986-87. The consequent rise in the rate burden, between 1979 and 1986 alone, has been estimated as equivalent to four pence on income tax.

In contrast to the image of profligate local spending, imposing an ever-greater burden on the unwilling ratepayer, the reality is the Government's cynical attempt to claim credit for income tax reductions while blaming left-wing local authorities for rate increases. In real terms, local authority spending has declined since 1979, while general government spending has increased by almost 14 per cent.

At the root of the argument over the local authority role in education is the belief that either central government or the private sector are more efficient providers. Kenneth Baker's attempt to interest the private sector in city technology colleges has to date drawn only the Hanson Trust on to the starting blocks. The notion that central government would be a more effective provider, if local interference could be limited, is, in



Evidence of crude racism in London's police force contrasts with the multi-ethnic policies in schools

Defects in the central line

The efforts of some left wing councils compare well with the Government's own attempts to run essential services, Martin Loney argues

anything, even further from the mark.

It is instructive to examine central government's record in administering services and compare this with the local authorities' record. The Inner London Education Authority has been a particular target for opprobrium, indeed it is part of the Left in education whose power the Prime Minister has promised to break in her next term of office. The ILA is directly-elected and accountable. Its performance in the Sheffield University league table is not impressive, but it stands only just below the middle of the table. Its activities in addressing the particular needs of its multi-ethnic clientele have been a target for populist attack, but few educators seriously suppose that it was realistic to continue in the presence that children shared common home backgrounds, languages and cultures.

In contrast to the democratically-run education service stands the Metropolitan Police, a service accountable to the Home Secretary and the Home Office, but not to any elected body in London. The Met has the lowest clear-up rate for offences in the country. Nationally, the figure stands at 35 per cent. In London, it is a mere 16 per cent, an average for each officer of only four crimes per annum, at a cost approaching £5,000 for each offence cleared up.

The Met's response to the realities of policing a multi-racial city has been limited and piecemeal. A report from the Policy Studies Institute, commissioned by the Met, found disturbing evidence of the crudest kinds of racism within the force, evidenced in graffiti in police-only toilets, the retelling of jokes and wider attitudes to black citizens. The report noted "racist language and racial prejudice were prominent and pervasive". Perhaps the most damning comment was the absence of dissent: "We cannot produce a stan-

ples of police officers objecting to racist language or arguing with others who expressed racist views." No such report could be produced about London's teachers, but if it were we could rely on the presence of an elected and accountable authority to ensure the speediest possible response.

The prison service, too, is centrally-run, again by the Home Office. Suffice it to say that in the face of declining productivity, with the ratio of prison officers to inmates having more than tripled since the war, and alarmingly-high recidivism rates, the Home Office proposes to raise prison officers pay; the new scale runs from £12,500 to £15,000 a year. Prison officers are not required to be graduates, to take post graduate qualifications, to display a particular excellence in the performance of their task or to take on any management responsibilities in order to achieve pay rates which will be the envy of many teachers.

The reason for the generosity of the Government lies in the way in which the Home Office has essentially surrendered power over vast areas of the prison service to the Prison Officers' Association. The new pay package is an attempt to recapture some control over prison manning levels and staffing costs. Indeed, the Home Office's failure to run an effective prison service is reflected in the current moves to seek private sector participation with proposals to allow private companies to build and run their own jails almost certain to be included in the Conservative Election Manifesto.

Proposals to weaken the local authority role are further advanced in the polytechnic sector. Here, a combination of Conservative distrust of left-wing councils combined with the frustration of teachers who have to endure local authorities which seem unable to distinguish between

of higher education and the building of a department. Clearly some bureaucrats and political masters believe that the more the more can be run on the same principles as the better.

None the less, the critical focus on polytechnics should not lead us to assume they run them more like universities will be an unmixed blessing. Nor should we ignore the innovative thrust of those polytechnics which have opened their doors to new groups of students, whether from ethnic minorities, socially and economically-disadvantaged, or senior citizens. The same kind of concern for wider welfare of the locality has not been polytechnic leaders in forging links with the industrial and commercial world. All this is on a commitment to the wider community which is cemented by the relationship with the local authority.

Finally, in these value for money times, worth noting that it costs £5,900 to produce a university science graduate and £3,930 to produce an arts graduate. The polytechnic figures are £3,660 and £2,480 respectively.

The most important case for retaining local control over the education system ultimately lies in the wider role of a thriving local democracy: a guarantor of a responsive and pluralist society. As more and more activities are either limited or hived off, the interest of citizens standing for office must inevitably wane, and the participation of voters in local elections. People wish to stand for an office whose task is evaluating bids from rival referees.

'Narrow vocationalism makes untested assumptions about the labour market and neglects the needs of many public services'

firms. Those who do will have little to contribute to Britain's proud local government tradition.

The Government's White Paper proposes to up a Polytechnic Colleges Funding Council to a local authority representation but a semi-industrial and commercial presence, is characteristically Thatcherite. There are similar proposals to increase business control over the universities. The well-rehearsed arguments for such a change depend on the notion that businessmen have some special understanding of what the country needs and education should serve industry or, efficiently.

The Government has a narrow, if not a false, view of education. Clearly one of the dangers in the new proposals is that greater will be taken to direct the institutions as to what should be taught. Indeed, this has already happened at the Open University, where the negotiates the grant directly and has insisted on new spending take place in the maths, science, technology areas. This narrow vocationalism is not only philosophically offensive, it makes untested assumptions about the actual nature of the graduate labour market, as well as neglecting the needs of many public sector workers in education, health and social services.

Recent research shows that arts graduates in Canada are sought after more than students in computer science, agriculture, forestry and people with masters degrees in business administration. This is in contrast to the received wisdom expressed in the 1978 *Statistics Canada* report which warned that, in future, studying the humanities would be a less effective guarantee of employment in a society increasingly dominated by technology.

One area in which there is a demand for graduates is engineering, but the Government's proposals will do little to address this problem which is rooted in the underfunding of research and the uncompetitive nature of academic salaries and other benefits. A survey in 1986 by the Committee of Vice-Chancellors and Principals recorded 162 vacancies in engineering and technology, of which 40 per cent were people with "hard-to-fill". Indeed, one probable consequence of the Government's policies will be the loss of any guarantee that the commitment to expand engineering and technology can be translated into new staff, course development, and maintenance.

The Government's commitment to bring businessmen into the public sector has also affected the Civil Service and the Health Service. There the most visible result has been the loss of salaries in those jobs affected. Why should men should be judged to have some superior value to offer is unclear, but it is worth remembering that until quite recently British universities were world leaders. It is a long time since British industry could make such a claim.

Martin Loney is senior lecturer in social studies at the Open University.



Lifelong needs: is it time to extend the education umbrella to adult training centres?

Down with slogans

Stanley Segal calls for a broader approach to the care of the handicapped

The distress caused by the "sterilization" issue is only one reflection of the current confusion about mental handicap. The case for "mainstreaming" and "integration" in education, for "normalization" and "community care" in health and social services, and for wider "access" to the handicapped has developed as humane responses to past rejection, stigmatization, and neglect.

In general, these trends appear to offer a better quality of life for individuals who are handicapped. Yet no compassionate person can fail to be disturbed by the way the implementation of these policies has destroyed so many parents' peace of mind.

A parliamentary committee which broadly approves the "community care" philosophy has alerted us to the dire situation of many mentally ill people who have been released into "the community", and the policy of emptying the hospitals in order to offer more scope to the mentally handicapped has come up against unexpected opposition.

A new parents' organization has emerged, RESCARE - a national society for mentally handicapped people in residential care - which is calling for a halt to this programme while an inquiry looks at precisely what is happening within "the community". Nor is this concern solely on the residential front.

No caring person could have watched without dismay the confrontation on television between parents of physically handicapped children and the London policy-makers who had decided to close down special schools. Even in such pioneering, caring authorities as the Inner London Education Authority, natural allies look like embittered opponents.

We must realize that the special provision which exists has never been enough to cater for more than a fraction of those in need, and that thousands of children in ordinary schools have special needs that are not being met. Similarly, there are thousands of mentally handicapped individuals living at home without the support they need. A report of the Independent Development Council refers to many living with parents aged over 70 years.

While I have seen tangible progress during the past 40 years, thanks to contributions from many sources - and not least from parents - I share much of the current concern. And there are further issues in danger of being overlooked. The confluence of forces which brought about

the creation of a Minister for the Disabled in 1974 obscured some important differences. While the more intelligent with physical, sensory or mild handicaps saw themselves as coping adequately in the open community provided that they had "access", "access" was not everywhere the major issue.

By 1980, the climate had changed. The National Development Group for the Mentally Handicapped, which was set up in the mid-1970s to guide the Secretary of State on policy and on a strategy for its implementation, was disbanded. Moreover, the present administration has not yet accepted the recommendation of either Warnock or of the working party set up at the request of Sir Keith Joseph, to form an appropriate multi-professional committee for special needs.

Meanwhile, the pattern of handicaps in many of our special schools has been undergoing changes. A number of children who at one time would not have lived to reach school age are today in some of these special schools.

The "school-leaving age" is meaningless for them. The concern of parents of such pupils is very much "what happens next?"

Some hospitals have had to become "back-up resources", so that those who fail to benefit from release into community care could be re-admitted. Instead of being abandoned, this underlines why so many parents today express great concern about the "lifelong needs" of their children. It also explains the popularity of "villages", which encourage two-way integration.

Pockets of expertise have been built up, scattered around the country. By developing them further, we can turn them into inspirational springs and oases and counter the current danger of spreading the expertise too thinly. We would then run less risk of inadequately prepared or harassed staff appearing to tread with hobbled boots into delicate ethical areas.

In some parts of the country, elbows, shoulders and backs are more visible than helping hands. Many parents fear that their children who are now

provided for, are either being used as guinea pigs in an experiment to humanize society, or being evicted in order to save money at a time when there are many already in the community without adequate support.

One answer to such fears would be to give priority for support in the community to those so far denied it. In this way, current theory could be tested in ways which everyone would see to be honourable, while existing provision could become more proactively two-way, more outgoing, yet offering a safety net.

Many parents fear the period which follows the school-leaving age. It would, of course, have been logical in 1970, to have extended the education umbrella to the adult training centres and not solely to the junior ones. But as so often in human affairs, the logical is not to be confused with the psychological.

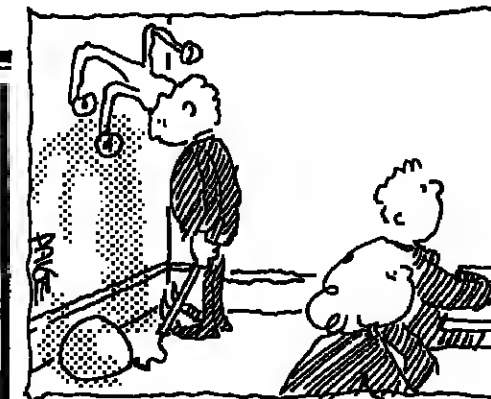
Given that there is more sense and co-operation between relevant departments at the school-age stage, than during the post-school stage, would this be the time to argue the merits of the extension of the education umbrella to adult centres? Would this create a more understandable, healthier relationship between education, care and employment?

Not all roads lead to success, employment or community care. Some go nowhere, or to disaster; some are circular; and even major motorways can have pile-ups. Community care cannot be easy to ensure for the most vulnerable, over their whole life-span, in an open, uneven, ever-shaping community in which some of those who are not disabled find it a struggle to survive.

Would it not be wise to encourage parents who seek to create "an alternative society" for their child? Would it not be helpful to reduce the emphasis on confrontational slogans and to press instead for the widest possible spectrum of inter-related provision? Could some of the hospital provision which even the most optimistic of today's providers see remaining in existence for many years to come, be integrated in the equivalent of teaching hospitals?

Finally, has the time not arrived to reconsider the need for a guiding multi-professional committee of the kind pressed for by the voluntary council?

Professor Stanley Segal is life president of the National Council for Special Education and the former principal of the Ravenshoe Village for the Mentally Handicapped.



Serious humour

The other day at an anniversary party, I was feeling uncomfortably distant from three once close friends of 15 years ago, when one said, "She and I reached a new climax of sexual union last Saturday night." My alarm rose for a split second as he continued. "We both had a headache together."

Humour is a crucial tool in our social armoury, often saving us from embarrassing, frustrating or even potentially violent situations. Anecdotes abound in history where the witty remark has saved the day. We appreciate wit but don't take the humourist very seriously. We may value a sense of humour: "Oh," we say, "the new boss may be a hard task-master, but you can have a joke with him!"

But, in true Puritan style, we shall see humour fundamentally as a trivial and harmful distraction from the important matter of work.

When told that our children need to be better at problem-solving, show an ability to work in teams, be more innovative and so on, we tend to try to impose more skills on them. But perhaps it might be better to think in terms of allowing the existing potential creativity in each student to develop.

Koestler's research in 1967 made a connection between humour and creativity. He saw no difference between the cognitive processes involved in being humorous and those in scientific, artistic, literary or other forms of creative insight. Other researchers too have found that the divergent thinker is at an advantage when it comes to creativity because of his or her tendency to bring together a much wider range of ideas and associations in response to a stimulus. I don't think we have sufficiently taken this on board.

In schools, these creative individuals have a hard time. Research has shown that their values are very different from the teachers'. They are not so "teacher-oriented" as their high IQ, but less creative, peers. If anything, it seems creative students tend to value those qualities which they feel teachers value least.

This wouldn't matter in itself except that teachers have been shown to have a lower opinion of the creative pupils' general abilities even when they are as scholarly as their more conventional peers.

It's not difficult to build up a picture of this kind of pupil: he or she might be one of those "jokers" or "awkward" types who ignore and exasperate the teacher by their daydreaming or, perhaps, make him uncomfortable by their questions and their knowing, independent stance.

For all our personal and social education in schools, we've never got to grips with the relationship between teacher and student: that, apart from academic hurdles, pupils also must negotiate personality hurdles which are all part and parcel of becoming competent at history, maths, French or whatever.

Several experiments have suggested that, if the atmosphere is conducive to humour so that a group can laugh at itself, the people involved will be more able to take risks together, communicate more openly and become more sensitive to each other's needs. The group may also be more open to change.

But our, largely, formal educational institutions do not espouse group techniques or give priority to generating feelings of belonging to a group. Our lessons, generally, reflect the exam system in which individuals are in competition.

What we need are less threatening and fear-inducing schools, where adults and children learn how to live together, appreciating their differences and being allowed to develop their individual cognitive processes. Creative individuals might then not only be nurtured but encouraged and appreciated for the valuable people they are.

Maybe our resistance to taking humour seriously enough and to educating for personal creativity has its common root in our fear of non-conformity, of wanting to produce students who are not so much themselves as like ourselves. A Pinch cartoon some years ago depicted a man facing his look-alike; the caption read, "I like the look of you - you're hired!"

Sandra Grainger

Sandra Grainger teaches at Sir Jonathan North Community College, Leicester.

Review

Laughter in the dark

by Barbara Hardy

VN. The Life and Art of Vladimir Nabokov. By Andrew Field. Macdonald: Queen Anne Press £14.95. 0 356 14234 5.

Novelists have amused themselves at the expense of biographers. James Joyce - one of the great influences on Nabokov, the poor man's Joyce, mocks the biographer. Nabokov, a little in the rear of invention and wit, anticipates the "matter-of-fact, father of muck, mucking biographer". As a biographer, here writing his third biography of Nabokov, which draws on his two earlier books, Andrew Field deals in the slippery facts of Nabokov's life, or memory, or fiction, in ways which are far from matter-of-fact.

Field is a strong presence, so conspicuous in phrase, sentence and narration as to write in new kind of biography. Another Nabokov scholar, Alfred Appel Jr, says in the preface to his encyclopedic text *The Annotated Lolita* (neglected by Field) that the editor of a novel written by the creator of *Kinbote* and John Ray Jr, is in danger of being taken for a fiction. Field's style alone makes one suspect that he is an invention of Nabokov's sloppy brilliance, but since the old critic-taste is dead, his biographer must be alive. Perhaps he is writing a biography in the manner of one of his author's characters. His personality has a staid, dignified quality, which takes some getting used to.

What I newly discovered was, then just as I was beginning to find its confusions and shifts of syntax endearing, it got better. At its worst it is pretty tedious, sometimes having no grip on category - "the emotion, ambition, or excitement" - sometimes refusing to avail itself of pronouns - "the early statement that he had written his first poem in the toilet as opposed to a different account of that first poem given in another section" or, "his articles on butterflies always reveal an intimate sympathy with as well as great knowledge of the world in which butterflies live".

One of the chief sources for the biography is a series of taped interviews with Nabokov, and the assertively loose style sounds as if this book was taped and transcribed without correction. If we get over this by no means minor obstacle, there is the fascinating story of Nabokov's life, beginning with the doubts and possibilities of his Russian origins - his great grandmother's lover became her son-in-law, and his grandmother may have had children by Alexander II.

Had the right strings been pulled, or if the pull had worked, Nabokov might have ended up teaching languages in Leeds or Cambridge, and biographical materials been sought and supplied among colleagues and students here, instead of America. He remained a furious anti-communist in exile, finding it impossible to sympathize with victims of McCarthyism, and became a brilliant, eccentric, and variously successful professor. Some of the anecdotes of his professional and personal relations are based on hearsay and

'His great grandmother's lover became her son-in-law, and his grandmother may have had children by Alexander II'

rumour. Some of them are interestingly scurrilous, like the story of his shaky friendship - if that's the word - with Edmund Wilson, who helped and admired him. The materials are admittedly unreliable, not only in campus gossip. Nabokov's own memoirs were revised and altered, and Field treats these deliberate uncertainties as peculiar to Nabokov, rather than a not unfamiliar form of self-invention in autobiography and memory, going back to Henry James, and brilliantly practised by Sartre.

Field has a passion for the subject, but his literary knowledge is patchy. His paraphrases of the novels are naive, and his affection for *Lolita* and low opinion of *Ada* both seem arbitrary. He



Nabokov (standing) and his brother Sergei. St Petersburg, 1916

has an uncertain grasp of the problematic relation between art and life. The notes are even more personal than the main text, containing such gems as Nabokov's rejection of a guess of Field's about the life-or-death of a poetic image, and a denial that an earlier interview had gone the way Field had recorded.

But Field is not always modest. He talks us that the terms of Nabokov's will forbid publication of

private papers until the death of both widow and son, adding most obscurely, "Thus, the 'real' Nabokov might not have been known at all after the death of every reader of the original edition of this book, and even then it cannot be certain whether a full life would have been revealed... It is the purpose of this book to describe that secret life". Nabokov must be laughing.

Letters home

by Jonathan Mirsky

you would still discover beneath the surface many of the familiar failings, habits, and distortions of reality that brought the nightmare upon us in the first place.

These failings, Liang and Shapiro decided, include above all "a feudal tradition of obedience to authority". On village streets, they noticed, "people did business as if they were sheep, just as, like sheep, they had once waved Little Red Books and danced the dance of loyalty to Chairman Mao". The party's authority remains enormous, and the corrupt rewards of office, what is officially termed "special privilege", continue to make party membership attractive. Then there is the taste, inherited from Mao, "for categorizing people as members of ranked classes, exacerbating tensions", and the damaging "struggles within the party leadership over which road to socialism China should follow".

This analysis is especially poignant today as Chinese intellectuals buckle under the campaign against "bourgeois liberalism". In late 1983, during the "spiritual pollution campaign", Liang and Shapiro learned, China's writers were also defending themselves against "bourgeois liberalism"; that fatal charge now defined as being anti-party. What was the struggle really about? It was "a personal vendetta by Propaganda Chief Deng Liqun against Party General Secretary Hu Yaobang". In early 1984 Hu won that skirmish. In January 1987 he lost everything and Deng Liqun, and his fellow hard-liners, are riding high.

Another painful - but useful - recollection: In 1985 Liang and Shapiro visited the university campus where five years earlier the idealistic Liang had nominated himself to stand against the party's candidate for election to the local People's Congress. Liang escaped prosecution and prison - a similarly daring colleague went inside for three years - because of his connection to Shapiro. His arrest and trial was charged with conspiracy with underground newspapers and Democracy Wall

dissidents, and giving information to foreign newsmen.

"The regime we had naively believed supported us turned against us. Deng Xiaoping may have shared our criticisms of corrupt officials, but he did not welcome our questions about the legitimacy of the Communist party... He made a speech, later issued as Document No 2 of 1981, attacking 'the disorderly thought' of certain university students who had 'lost confidence' in the party and socialism." Only six weeks ago another Document No 2 was issued bearing Deng's attack on disloyal students and their adult mentors, who were also accused of being anti-party, of conspiracy, and of sinister contacts with the Western press. Those students, too, had begun their demonstrations, in early December 1986, by demanding fair local elections.

There is an especially agonizing moment in *Return To China*. In 1985, 25 years after the party had ripped them apart, Liang reunited his parents for 30 seconds. All his dazed and broken father could say was: "Her eyes. They don't seem as bright as before". Liang, the ex-Red Guard who has much on his own conscience, writes: "Ideological absolutes had led us to treat one another in ways that ran counter to human feeling". In the UK there are still "friends of China" who cannot admit this.

Chinese Profiles gets us into another China, in which high politics work themselves out in individual lives and are rarely made explicit. Here are 37 tiny pungent interviews conducted in 1983 by two Chinese journalists who had the brilliant idea of getting ordinary Chinese to say something about themselves, but without making socialist-realist points about the dignity of labour or the selfishness of the masses.

Some of these people are very selfish and undignified indeed. The author's own wife and customers with phony smiles describe themselves

as a "bullshitter". The tremendously rich peasant woman, decked out in Hong Kong luxury, stuffing herself with expensive food, boasts that how much money she makes from raising mares for their pelts. She annoys her husband with her bragging, but she also tells us that marriage had for life and if one dies it is a swindle to sell the survivor together with another single as a second pair. The bereaved marten will never know again. Then there is the crematorium worker. He feels he does a useful job, but knows that everyone despises it. He knows, too, that superstitious many Chinese remain after 40 years of Communist rule. A still attractive widow reveals that traditional antagonism to re-marriage from her children and neighbours made it impossible for her to marry the only man she ever really loved.

David Bonavia was for years the godfather from *The Times* in Hanoi, Moscow and Peking and most of his colleagues in those difficult posts believe him to be the most talented correspondent of his generation. He and his wife Judy have always lived modestly, bothered to learn the difficult local languages, and managed to feed and express sympathy and outrage at the same time. In *Seeing Red* Bonavia tells us how he became a journalist, what it is like to deal with crude, cruel, and inefficient bureaucracies - including the American in Vietnam - and slips in a great deal of useful information about standing committees, politburos, and central committees which you may have always wanted to know but were afraid to ask.

Some of *Seeing Red* is either like letters home with too much trivial detail, or like news stories with only momentarily funny stories around the byword of the correspondents' club. But there are plenty of good stories too. The one that best sums up the bleakness of China concerns a terrified young Cambodian whom the Bonavias and one of the best of the foreign journalists in Peking sheltered from being returned to Prom Peck to be shot by the Khmer Rouge. But China is all tied to the knot of butchers and in the end the boy was packed away and probably to a firing squad. Bonavia found out what happened and needlessly accuses himself of failing. It is this Chinese who are so

Tedium laudamus

Philip Merridale, survivor of countless meetings, distils wisdom from other pundits

Janet on Meetings. By Greville Janner QC, MP. Wildwood House £5.95. 0 7045 0557 6. Teach Yourself Meetings and Committee Procedure. By Gordon R Wainwright. Hodder and Stoughton £3.50. 0 340 40213 X.

The English are renowned for taking their pleasures seriously, which perhaps explains the simultaneous publication of two books on a subject which many people might find less than alluring. But meetings are a growth industry in which we are all likely to become involved at some time in our lives, and perils ranging from crushing boredom to personal humiliation abound. Both books are manifestly based on hard-won experience and contain tips to guide the novice, and wisdom to chasten the veteran.

The serious-minded student will be attracted by the academic professionalism of Gordon Wainwright's approach. As the book's title implies, you open it to be taught, and the author is implacable in his determination that you shall be. You will, however, scan the index in vain for any reference to humour. This measured course of instruction is strictly in pace and didactic to boot.

Janet on Meetings is more of a fair-ground ride than a progress. The pace is racy - almost to the point of slapdash, the approach breezy and irreverent. And whereas the focus of Wainwright's book is the Meeting and its effectiveness, Mr Janner concentrates on the participant as competitor. "The object of meetings is to win," says Janner, unskilled exponent of both politics and the Bar. Wainwright in-

forms; Janner entertains. "A meeting," says the latter, "has been defined as a gathering of people who singly can do nothing, but together can decide that nothing can be done."

The scope of Wainwright's book is wide, giving workmanlike examples of procedures for the whole spectrum of meetings from Clubs through to Business and Politics. It is an excellent wayfarer's guide for the nervous traveller to Committee land. If Wainwright offers "A Pilgrim's Progress", then Janner's is "A Canterbury Tale", where the pilgrim gets a laugh and a good drink on the way.

I was surprised to find no reference in either book to the impact of the recent "Freedom of Information Act" upon meetings of public bodies. This Act lays down very strict requirements for any procedures at such meetings, and virtually outlaw "Any Other Business", which both outlaws, and myself, cordially dislike. I warned to Greville Janner's clear belief in "Murphy's Law", where technical devices are used by public speakers.

Janner is very sound on the tricks of the speaker's trade; Wainwright is excellent on preparation and presentation. All modern presentation equipment is designed to shipwreck the user there is no substitute for eye to eye contact between speaker and audience. Better a short and simple speech sincerely delivered than the most polished script or visual aid display.

One piece of advice however is absent from both books. Influence follows respect and liking; oratory alone, however skilled, will not suffice. "Backbenchers", who have won the respect and affection of their colleagues, can often sway a meeting more effectively than the title-holders

of high office. A strong and respected personality can get away with almost anything, us, for instance, the late Dean Thickness of St Albans, who once broke into an interminable sermon from a visiting Bishop with the words "Thank you, you may come down now Bishop".

Another omission from both works is, alas, endurance. A few years ago a Berkshire County Councillor, now a Member of Parliament, found it necessary to leave a council meeting for a visit to the lavatory, leaving his Party without a majority. In his brief absence, the opposition added £300,000 to the county rate burden. An expensive rate of exchange for a penny.

There is certainly a point where fatigue and frustration will disable any meeting, which is why luncheon is a peril beyond price. I well remember the audible impatience of my own Committee at the wearisome length of a "farewell" contribution from a retiring member. Vexed by his reception, the speaker said, "Chairman, I would have expected the Committee to offer me a little latitude on this occasion". I was able to reply that it seemed that the Committee was quite tolerant about latitude, but had objections to his longitude. Perhaps a feeble enough joke, but the general laughter washed away the ill-feeling.

Oscar Wilde was once asked how he had fared at a recent gathering. "It was awful," he answered, "I would have been bored to death if I had not been there!" The reader of these two helpful guides should be able to lighten the boredom both for himself and his grateful colleagues.

Philip Merridale is chairman of the Association of County Councils and Hampshire education committees.



Hamsun as a tram conductor in Chicago in 1886

Writer in disgrace

Engines: The Life of Knut Hamsun. By Robert Ferguson. Hutchinson £19.95. 0 09 167130 2.

Time that with this strange excuse Pardoned Kipling and his views And will pardon Poul Claudel, Pardons him for writing well.

Thus Auden ("In Memory of W B Yeats"). So far, though, time shows his inclination to pardon Hamsun Hitler and National Socialism. (Ironically, his one meeting in 1943 with his Fascist idol was a disaster, his constant interruptions of Hitler's monologue leading the Führer to a fury that took him days to get over.) It was Hamsun's endorsement of the German occupation of 1940 that contemporary Nor-

This dark occlusion of disgrace has prevented any proper biography of him appearing in his native land since the war; and this is the first full-length study in English. Hamsun has, it seems, become Mr Ferguson's life. Fascinated, long ago, by the "hypnotic intensity" of "Pan", he at once started to learn Norwegian (the toughest of the Scandinavian tongues) to read Hamsun in the original. His developing passion has led him through long years of study to domicile in Oslo and this massive and masterly Life of a novelist who, for the decade after he won the Nobel Prize in 1920, was ranked by many as the world's greatest writer.

The astonishingly potent subjective lyricism of his early (1890s) novels, especially *Hunger*, plus their dazzling technical innovations (to liberal use of flashback, narrative fragmentation, a full development of the "stream of

consciousness" mode well before Schnitzler, Dorothy Richardson or Virginia Woolf) made Hamsun a decisive influence on writers as disparate as Gide, Kafka, Brecht, Gorky, Wells, Musil, Mann, Hesse, Hemingway, Miller, Singer and Pasternak - a not inconsiderable sire.

Admirers of Hamsun the writer, who want to know more about his bizarre early life and bewildering inconsistencies of temperament, will find Mr Ferguson's book indispensable; and for those who want to sample him there are several of his titles currently available in English. Occasionally, when the author strays outside his own great particular expertise, there are inaccuracies. For instance, when describing the naval incidents that precipitated the German invasion in 1940, he confuses the "Altmark" with the pocket battleship it supplied, the "Graf Spee" - thereby making its rapid capture by the destroyer "Cossack" somewhat surprising.

"Split personality" can be too facile a label for natures where the distance between best and worst is uncomfortably great. However, as a means of explaining the gap between Hamsun the arrogant, vain, ranting megalomaniac (on whom, despite his discipleship, Mr Ferguson is unrelentingly severe) and the Hamsun who could instantly charm people of any age and of every kind, and whose books at their best express an empathy with animate and inanimate nature that is both inspiring and unexcelled, "split personality" is probably the best that we can do.

He himself best bridged the chasm between the frequently visionary and noble writer and the often sour and ignominious man when, in his eighties after the war, he told the psychiatrist appointed by the government to see if he was mentally fit to answer a charge of treason.

From the time I began, I do not think that in my entire output you will find a character with a single dominant characteristic... They are split and fragmented, not good and not bad, but both at once, subtle, and changeable in their attitudes and in their deeds. No doubt I am also like this myself.

It is this psychic modernity that makes Hamsun's most penetrating novels, written nearly 100 years ago, read as if they could have been written yesterday.

Martin Page



The Sculpture of Moissae, by Meyer Schapiro, with photographs by David Finn, is a brilliant extended essay on Romanticism. Above, a detail of a sculpture of St Philip

PAPER BACKS

After giving 13 brief summaries of recent attempts to interpret the Shakespearean (Penguin £1.95. 0 14 143371 X), Jacques Berthoud elbows room for himself by exaggerating the story's relevance to the effects of the First World War on Boris, Conrad's elder son. Yet the tale's fuller significance lies in its identification, repeatable across generations, with the unarticulated need of the young to seek adverse situations that may transform personality into a more understood maturity. Boris's dantean journey, and the narrator of this story "chucked" an apparently satisfactory berth. Each expresses this eternal quest, and it is

Conrad's insight into human nature that helps us to perceive the reasons for it.

Berthoud's guidance on the remainder of the narrative is excellent. However, his valuable notes and background, in taking up nearly a third of this edition, encourage a modern tendency, harmful to the general reader, of using the text into second place.

In tracing the autobiographical element, the editor acknowledges the value of Joseph Conrad: a Critical Biography by Jocelyn Baines (Penguin £4.95. 0 14 058018 2). This fine work of accessible scholarship needs little introduction. Although more recently Sherry and Nijder, and indeed Berthoud himself, have deepened aspects of our understanding of Conrad, Baines's analysis remains an indispensable first source for any serious student excited by Conrad's writing.

Roger Freebairn

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The number of entrants to GCE O level was never large, and was always much less than the numbers taking A level. Yet the publishers have responded to GCSE by producing a rich crop of new titles. Of course there has in the past few years been much political talk about the need for greater economic awareness, and a professor himself has promoted the teaching of economics at the 14-16 level with energy. The publishers seem to be expecting a substantial increase in the number studying economics at the GCSE stage. If numbers do not increase, the market will look very overworked and sales may be disappointed.

Choosing for GCSE

work. But it cannot cover the full range of the course and would not be a substitute for a textbook. In particular, it is not at its best in that increasingly frequent situation, when the teacher is absent and being covered by colleagues with no experience of, or commitment to, the subject. Since the units are expensive to buy unless numbers are large, the individual school has to decide what role they may play in their overall curriculum and resource strategy.

NANCY WALL

would be needed, the latter graded appropriately, for all pupils. In short this is a text which does much to promote the development of investigative skills, though it is on the whole biased towards the needs of the abler. The coursework suggestions are workable. As an all purpose resource it is first class.

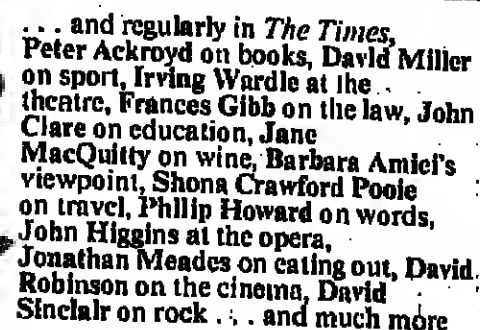
amount of data in appropriate chapters. There are two minor weaknesses: the text uses a large vocabulary, which would not be inappropriate at A level, but would defeat many who could have passed the old O level; and the ques-

tions at the end of each chapter are few in number and very conventional in character. All this is a pity as some sections, and particularly some of the case studies, are interesting and useful. Overall, though, the treatment is very heavy for GCSE: the amount of theory and analysis is excessive.

Paisley and Quillfeldt have made a determined attempt to cater for all ability ranges and to a large extent they have pulled it off. Although the text is quite densely written, it is clear and does not talk down to the reader. The use of extension sections to cover

continued over page

Privatization has turned the British into a nation of share-owners — and new industries are growing to feed their interest. Next week *The Times* looks at the money-shops, investment clubs, pundits and tipsters



THE TIMES
The world's most famous newspaper (25p)

Victorian Fairy Tales: The Revolt of the Fairies and Elves. Edited by Jack Zipes.
Methuen £18.95. 0 416 42080 X.

Victorian Fairy Tales is a fat and very welcome collection of imaginative stories by writers ranging from Catharine Sinclair through Ruskin, Dickens and Wilde to Kipling and E Nesbit. While there are some overfamiliar choices – "The King of the Golden River", "The Happy Prince", "The Reluctant Dragon" – there are also some less accessible treasures, such as Mary de Morgan's "A Toy Princess", Anne Isabella Ritchie's modern-day "Cinderella" and George Cruikshank's satirical one. Many of the illustrations are accompanied by the original illustrations, which would have been a good idea; they could have been a decently printed; as it is, they are a murky hindrance.

As an anthology, *Victorian Fairy Tales* is highly successful. As evidence to support its editor's views on Victorian fantasy, it is less secure. Jack

Zipes contends that the writers of Victorian fairy tales, whom he terms "utopian," were united in a cry of protest against "class domination." I am not sure this is true even of Wilde's conscious socialism. It may be more accurate to say that these writers were united in asserting the value of the individual against the mass, and that in doing so they reflected the whole spectrum of political and social opinion. There are too many crosscurrents of feeling in these often complex stories for their authors' to be enlisted in any battalion.

But without accepting Jack Zipes' emphasis on the authors' supposed social radicalism, one can argue with him that "their tales reveal a profound belief in the power of the imagination." Most of these authors thought the imaginative freedom of children's make-believe crucial to human growth and health. They would have wholeheartedly agreed with George MacDonald that "he who will be a man, and will not be a child, must - he cannot help himself - become a little man."

It is true that a belief in the transforming power of the imagination set the fairy tale authors apart from the mechanizing impulse of the industrial revolution which had produced the cowed, stunted and stupefied children interviewed by Richard Henry Horne in "Cinderella's Children."

Royal Commission on the Employment of Children in Mines and Factories. Horne was himself to make substantial contribution to children's literature (and write a brilliant memoir of his own childhood), but it was his friend Charles Dickens who in 1859 *Times* charted the brutalizing extent of this denial of the imagination.

"Ay, ay, ay! But you mustn't think I cried the gentleman, quite elated, coming so happily to his post."

"That's it! You are never to leave."

"You are not, Cecilia June."

Thomas Gradgrind solemnly repeated: "to do anything of that kind."

"Fact, fact, fact!" said the gentleman.

And "Fact, fact, fact!" repeated Thomas Gradgrind.

Thomas Gradgrind. And it was Dickens — worshipped by Hans Andersen much as Andersen was worshipped by many of the authors of Zipes' book — who most electrified and transformed the Victorian culture of imagination. Dickens' fairy tale motifs, many deriving from the narrations of his nurse, Mary Wootton, are woven deep into his realism and fiction, and acted on his readers at a deep level. After reading *A Christmas Carol*, even the curmudgeonly Tommas Catlywe was, his wife Leslie says, "seized with a perfect conviction of hospitality." Just such a reclamation of the individual is the aim of poetry in every story in *Victorian Fairy Tales*.

Indeed some teachers may now feel spoiled for choice. The questions to be addressed are these: What use can be made of old texts where cash is short? How should we decide between the main texts on offer? What other texts and resources should teachers have handy for inspiration? What other pupil resources will be needed in

Any very heavy reliance on old CSE texts would be a pity. Some of them have had a dated appearance for several years already, and only emergency use in the early stages of the course.

The course could be contextualized. Traditional O level texts should be in the bin by now. Longman have redirected GFS Stainkne's inductors to *Economics to A level* use (where its structure of industry section might still be used). Parts of *Economics to A level* by Christie and Scott could be useful. The text is tough for weaker pupils but the exercises, selectively approached, could be the basis for developing understanding. The passive, wordy approach of most O level texts renders them obsolete except as an occasional backup for able pupils. So the new texts fulfil a considerable need.

Understanding Economics, the end product of the Economics Education 14-16 Project, be used? Every school should have the Teacher's Guide, if only for the inspirational effect it can have. Many of the units are highly relevant to a GCSE course and some of them could be used as a basis for

the old diagrams have been redrawn and photographs added. There are many more data response and multiple choice questions at the end of each chapter. In substance, however, very little has been changed. This remains a good O level text, but it is in no way comparable with recently set standards in humanities publishing generally at this level.

Turning to the new textbooks, three were in the market early. *Economics for GCSE* by Alain Anderton (Collins), *Action Economics* by Andrew Leake (Macmillan) and *Mancry-Ga-Boord* by Colin Vassner (Blackwell)

were all published in 1986. The first two were favourably reviewed in these columns last October. Anderson has relatively little text, and highlights key terms and definitions. It includes much data and varied visual stimuli, many questions for investigation or consideration, and assorted case studies in the data response sections. The tasks it sets are graded so that the earlier ones are within the scope of pupils of moderate ability, while the later ones are very challenging. (Sometimes the later questions cannot be answered with reference to the text.) So this

book needs to be used very sensitively by the teacher. It would be necessary to structure lessons in such a way that the use made of the book varied with the ability of the user. Or genuinely co-operative small mixed ability groups could be created, to ensure that the tasks are clarified by discussion, for those with limited verbal skills. Also

sive textual material. The visual element is supplied by a versatile cartoon style which integrates pictures, verbal comments and structural diagrams. At first sight amateurish, these productions have charm, humour and a quite rigorous approach to clarifying complexities. There is a fair number of comprehension, data response and essay questions at the end of each

essay questions at the end of each chapter, and answers are provided for numerical questions. There is little emphasis on exploratory or investigative approaches, except through data response questions.

textbooks are about to be published: *Economics, A Comprehensive Approach for GCSE* by Paul Curry (Bell and Hyman), and *GCSE Economics*, by Robert Paisley and John Quilfield (Longman). Two more are in the pipeline from Nelson and Helmann, but publication is not expected before 1988.

Similar in size to the rest, Curry has a large visual element (photographs, cartoons and diagrams) combined with comparatively long sections of continuous text in longer chapters. (It would be a matter of personal preference whether teachers opt for Anderson's shorter chapters or for Anderson's

ence whether teachers opt for Anderson's 87 units, Leake's 56 chapters, Vosper's 29 chapters, or Curry's 16 chapters.) It has comparatively strong coverage of the Third World: one chapter is entirely devoted to it, and the chapters on economic systems and population concern themselves with development issues. Key terms are

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Playing the market

continued

difficult theory means that the cure is accessible to a wide range of pupils. The data and the numerous tasks set are reasonably simple, comprehensive and practical. Particular features of this book are the clear and workable coursework suggestions, and the dictionary items at the end of each section. The onus is on the pupils to build up their own dictionaries using definitions in their own words.

The content of Paisley and Quillfeldt's book is similar to those syllabuses with a strong element of social economics. A number of topics are pursued from the pupils' viewpoint. It is very much a book which is in the spirit of GCSE, though having said that one feels more might have been done to promote exploratory and investigative approaches. Perhaps Longman see that angle as having been covered adequately by their 14-16 Project publications. To these it is an excellent complement.

What other resources do teachers need, in addition to textbooks? None of these texts attempts to give full data on the topics covered. All teachers will know about the basic data sources available from HMSO and elsewhere. But these do not always solve the problem. In recent years stress has been placed on the use, where possible, of live data. The usual sources of data tend to present too many figures together, for beginning students to handle confidently. So the teacher must select appropriate data with care, and this is time consuming. HMSO's *Key Data*, *Social Trends*, and newspapers present some useful processed data. There is still scope for one of the desktop publishing concerns to produce a very simple, cheap, annual statistical survey for GCSE purposes, either in booklet form or as photocopy masters. Computerized databases may be the answer.

Of the textbooks here covered, only Paisley and Quillfeldt and Anderson present coursework suggestions, and these are any way only brief outlines. In this connection Coursework to Economics by John Bardsley and Jim Nettleship, (Causeway Books) looks extremely useful. At £2.40 it is a reasonably priced handbook containing a real wealth of advice on how to tackle research at this level, how to collect and present data, and how to explain, analyse and evaluate results. It can really help to reduce teachers' feelings of inadequacy in the face of curriculum change. In addition it outlines 25 coursework topics from which a selection can be made. Some are more workable than others; many will jog teachers' and pupils' minds to produce other ideas as well. The basic approach used is deductive, encompassing hypothesis, methods of testing, and analysis. This contrasts somewhat with the investigative approach employed by Anderson, which is inductive in that it starts by gathering or presenting information and proceeds from there to the theoretical ideas. Every teacher should have one copy at least.



It goes without saying that textbook and data resources alone will not create much experiential learning. However, basic resources can provide problem solving exercises of various kinds. Of the items reviewed here, only Anderson and *Understanding Economics*, the 14-16 Project, make major contributions in this field. Anderson starts a number of his units with problem solving situations or issues which require analysis and consideration. These kinds of problem solving approaches are especially valuable when put in context by outside visits of all kinds, and by careful use of links with local firms when these are possible. These latter are still one of the best, if not the easiest, ways of generating case study material.

Packaged case studies are available through the JBC's *Case Studies in Production*, devised by Linda Thomas. These radio talks, together with the teacher's and pupil's pamphlets, take five firms which illustrate particular aspects of production. Although aimed originally at O level, the talks are very accessible and the tasks could easily be adapted to fit a more mixed ability grouping.

Another source of problem solving approaches are computer programs. These are rapidly increasing in number, Longman and others are energetically promoting them. They have considerable potential if carefully integrated into the teaching programme. But they are still not cheap. One understands that the publishers must recoup their high development costs, and protect themselves from illegal copying but surely prices must fall sometime? Care is needed to ensure that the programs bought provide stimulus for the pupils concerned. Able, computer literate pupils make short (and bored) work of programs, and equally many pupils switch off fast if the level of complexity is too great for them. Team games will not help if the same creative spirits dominate them every time. So teachers need to select carefully, given that they may not be able to afford a large library of programmes for different uses and levels of ability.

One more small book deserves mention. Andrew Leake's *Countdown to GCSE*, (Macmillan) is intended for pupils and parents rather than for teachers. It gives a brief, thorough and readable description of all aspects of

16-19 prospects

New proposals

BILL JACKSON

The present Government has made no secret of its desire to increase economic understanding among school children. An economically literate workforce is seen as an essential prerequisite for growth, and an increasing number of 16-year-olds are seeking certificates in Business Studies. Industrial Society or Economics. Modular TVEI courses incorporating Enterprise Education and similar initiatives swell the numbers yet more, and when one takes into account the proportion of schools which incorporate Economics Association 14-16 project materials into non-examination classes, it is clear that the Government's dream is coming closer to fulfilment.

At Advanced level such encouragement has not been necessary. Economics has been one of the most popular subjects for the last two decades, and every Examining Board offers syllabuses in Economics and in one or more related disciplines. All syllabuses assume that candidates are coming to the subject without earlier grounding in its skills. For reasons explained above, this scenario is becoming less and less realistic. A level teachers will soon find that some of their students already have a basic understanding of the subject when they start their courses - in most cases having been taught by the A level specialists themselves. Classes will become more mixed, and more difficult to teach in consequence.

The appearance of AS levels has added another dimension to 16-19 education. These are designed, of course, to cover half the ground of full A levels. Whilst it may be possible for the largest tertiary and sixth form colleges to create separate teaching groups for AS level candidates, in most schools this will not be possible. Teachers will have to find ways of integrating AS students into half their A level teaching programme, thankfully the potential havoc this might have wrought has been averted by the sensitive way in which the Boards have constructed their draft syllabuses.

These, so far published tackle the problem of integration in one of two ways. The AEB, for instance, recognizes that "Economics A level does not lend itself easily to reduction by half... having... a certain coherence and interdependence of its constituent parts which is hard to break up to the intended extent". The outcome is a draft AS syllabus and specimen examination paper well suited to assessment at the end of the first year of a "traditional" A level scheme of work, as a replacement for the O level which was often examined at the same point in the course.

The second approach is typified by the author teaches at King Edward VI school, Lichfield.

The draft proposal from COSCE, core module (Resource Allocation) can be seen with one of three others to the understanding of Business Operations, Macro Economics or International Economics. This scheme is more suited for integration with courses where macro and micro economics are taught separately. It would be appropriately examined after the first year of either micro or macro economics. None of the proposals so far published includes provision for coursework, while compulsory or optional.

Looking to the future, one of the likely outcomes of the work of Gordon Higgins's committee will be a GCSE-type National Criteria syllabus formulated for A level. In a broad sense these already exist - amongst specific objectives and a list of topics common to the A level syllabuses. Examination Boards are likely to produce the Common Core statements produced in 1983. No doubt they will be modified and extended. One can assume that appropriate assessment techniques and their weightings will eventually be specified, and a coursework will become compulsory.

More immediately, the first year of GCSE "graduates" will be entering on their A level courses in the translation of National Criteria principles into classroom practice. It means that these students will be A level more skilled in the interpretation and evaluation of data by their predecessors. Their appetite for investigative learning will have been whetted by coursework. Content courses will make them impatient with didactic teaching styles. All of the Boards plan to convene working parties to assess how A level should change in the light of these developments. Although some of the Boards have already set these plans in motion, progress in all cases has been slow. Economics is not seen as a priority for treatment, and in all likelihood syllabuses will be changed substantially only after the Higgins committee has done its work.

Like the curate's egg, the future of Economics 16-19 is good - in part. The difficulties of teaching economics whose students are working towards a variety of examination targets, and whose courses which are less examined, with content, and which require investigative skills, can be considered as progress.



The famous casualty book, rostrum and Luttrell bell feature in an illustration of the new underwriting room from the chapter "Lloyd's of London" in *Discover Business and Commerce* (Pitman £5.95) by David Spurling. Twenty-two short chapters, which include questions and projects, provide material for various business and commerce syllabuses, including GCSE.

On solid ground

Economics Explained. By Peter Maunier, Danny Myers, Nancy Wall, Roger LeRoy Miller. Collins Educational £9.95.

Teaching A level Economics has become a minefield. The more the median cost doubts upon the value of economic theories, the more we have to justify to our students the analyses that we use. It is difficult for a textbook to look at every perspective as students need to feel some solid ground beneath their feet. *Economics Explained* tries to combine both these aims. The authors have incorporated discussion of current problems and controversy into a text which provides excellent coverage of A level syllabuses.

The book lays the foundations of microeconomics in the first section. This is wise, as an early understanding of demand and supply seems essential if a student is to be expected to follow the intricacies of macroeconomics. It then moves on to the issues that students enquire about, unemployment and inflation, leaving the more complex aspects of demand and supply and the theory of the firm until later. Each chapter is carefully structured to develop the theory gradually. There are preview questions to encourage students and teachers to explore the field before plunging into the theoretical analysis.

Throughout each section Key Points are highlighted to reinforce learning, although the language used in these is sometimes rather complex; students usually find that simplicity aids memory. At the end of each topic there are case studies which enable students to apply their new-found knowledge to current situations. These are drawn from a broad selection of sources ranging from the *Economic and Monetary Review* to an article on compact discs in *Cosmopolitan*, so at least some of them should catch the attention of the least motivated student. It is a pity that suitable case studies have not been used at the beginning of some chapters to provide stimulus material for students to build theory from reality.

Up-to-date, real world data is used throughout the text and in the case studies, which gives the book a much greater life span. Chapters are completed by a range of exercises and questions. The essays come from past exam papers, selected from all examining boards. Answers to the exercises and multiple choice questions are included. I would have preferred the exercises integrated into the text so that they appear at relevant points.

Technical terminology is gathered together in a dictionary at the end of the book - an invaluable asset for

instant reference. As a whole, the book is attractively presented and well laid out; charts and diagrams show clearly on a blue background and the double column format is easy to read.

The coverage of microeconomics is thorough and interspersed with stimulating case studies. The chapter on government intervention in markets is concluded with a study of agricultural subsidies in Saudi Arabia which would make European farmers green with envy. International trade is introduced in the first part of the book, a much more logical location than tucked on at the end, where it is often found. The exposition of the theoretical side is clear and easy to understand.

In the later microeconomics section, demand curves are derived using marginal utility and indifference curves. The theory of the firm is included here. It follows orthodox lines and only gives a passing mention to the managerial and behavioural alternatives.

Differing interpretations of unemployment statistics are used to show the political dimension in the macroeconomic field. Inflation is explained using aggregate supply and demand for both Keynesian and supply side theories. Income and employment are discussed mainly in terms of Keynesian economics. A chapter entitled "Some Alternative Views" covers supply side analysis, the Phillips curve, adaptive and rational expectations. Better comparisons are made in monetary theory.

The authors have not succumbed to the temptation to push out the boundaries of theoretical knowledge required for A level. IS and LM curves are not included as they are unnecessarily complex. The book covers comparative and development economics which are becoming increasingly important. The case studies are particularly useful in these fields. Data on 126 countries could lead to interesting comparative work on development. The chapter on command economies briefly explains the Marxist critique as well as evaluating the system.

Economics Explained is an up-to-date, thorough textbook which looks at economics in its current context and provides stimulating material for students to work on. In some areas, however, it does not face up to current controversy, but these instances are outweighed by the advantages. It also bridges the gap between traditional A level textbooks and newer American offerings, which are in general too advanced for most students.

Jenny Wales

The author teaches at Kingsdon FE College, and is Chair of Economics Association Working Party on A level Economics.

ECONOMICS & BUSINESS BOOKS

Filters

Economics Education: a Second Handbook for Economics Teachers. Edited by David Whitehead. Heinemann Educational £12.50, 0435 337505.

The purpose of this handbook is largely to assist secondary school teachers of economics in their work. That is to some extent actually to teach the subject, but more importantly to prepare school students for examinations in it. It is written chiefly by teachers, and they have clearly thought a great deal about their task. The book will be most helpful to other teachers; but it will also be of interest to pupils who would like an insight into what is supposed to be happening in the courses they are pursuing.

Part One is devoted to economics

for 13-16-year-olds. I make the assumption that it is a fair account of what is taught to that age group. I also assume that someone has thought about the place of economics in the curriculum, and its educational value. My own response to what I see here is one of complete bewilderment. With two or three exceptions it has little intellectual content, but much more useful factual content, and bears little or no connection with the subject that I know and love. History or mathematics are recognizably the same subjects at whatever level they are studied; the same does not seem to be true of economics.

The material on post-16 teaching is a good deal more reassuring. There are helpful general articles on teaching as such, and on individual topics. Even here, however, there is much to be worried about. I am particularly concerned how little use is made of mathematics and statistical methods. Indeed, the book solves a problem

which has bothered me for a great many years. The students whom I teach are supposed to have at least O level mathematics. My experience is that most of them when they arrive have little or no facility in quantitative methods, and are unhappy when asked to use them in economics and related disciplines. This seems to be the consequence of how they are taught in school, which, to say the least, is a pity. And while I am complaining, let me add that this deficiency is not offset by their acquiring a lot of factual and institutional knowledge.

Of course, the cause of all this is a level itself. This is most clearly illustrated by an admirable survey of textbooks, assessed in terms of their usefulness for A level. About the best that can be said for most of them is that they will act as filters. Any student who can read them, and still want to continue with the subject, must be extraordinarily highly motivated.

Maurice Peston

Defrilled

A Guide to A Level Economics. By Andrew Tibbitt. Nelson £9.95, 017 448119 5.

Revision guides tend to be dull publications. Bored of facts and elaboration, subjects are reduced to sets of numbered facts which eager students can swallow whole for later regurgitation. This book is no exception. The danger is that examination candidates using it will believe that the lists of facts are sufficient for A level success, and (ignoring the advice of the author) will treat the book as a basic text - a purpose for which it was never intended.

In its favour it must be said that there is a very comprehensive index which should enable the candidate to

look up particular subject areas without difficulty. Cross references in the text lead the reader to related syllabus areas and clearly show the links between topics. Nevertheless, the overall purpose is to serve A level economics with discrete units of work, each defined by its own set of numbered statements.

The chapters (units) follow a fairly conventional micro/macro split. A basic introductory section on economic systems is followed by chapters on demand, supply and price determination. Distribution theory concludes the final 12 pages of micro, following a brief discussion of the size of firms. The Measurement of National Income introduces the macro-economics part of the book. It is followed by units on the analysis of aggregate demand, the determinants of investment and the role of fiscal policy. Monthly distribution (briefly) precedes a section on unemployment and de-industrialization. Money and inflation concludes

the section. Two chapters on international trade lead into an excellent unit on the EEC. The last pages are devoted to economic growth.

Each unit has its own selection of 10-15 multiple choice questions complete with answers. Data response exercises and essays are scattered throughout each unit at appropriate points so that students can test their understanding, and suggested answer plans are included at the end. Diagrams are used freely throughout the text, and generally serve their purpose well.

The market for revision guides is being exploited by an increasing number of publishers. A Guide to A Level Economics has strengths, particularly the data response exercises, which should ensure it a niche in the market. At the same time its weaknesses, particularly of over-simplification, have to be acknowledged. This is probably less a verdict on the book than on the brief it was written to.

Bill Jackson

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Introductory Economics. By G F Stanlake. Longman £5.95. 582 35397 1.
Economics in Action. By Christie and Scott. Heinemann Educational (1977).
Understanding Economics. Longman: The Producer, nine units £88 582 22487 X; The Citizen, nine units £60. 582 22488 8; The Consumer, nine units £71.50. 582 22489 6.

Economic Society. By K B Marder and L P Alderson. Oxford University Press £4.50. 0 19 91331 5.

Economics for GCSE. By Alain Anderson. Collins £5.95.

Action Economics. By Andrew Leake. Macmillan £5.95. 0 333 37311 1.

Money-Go-Round. By Colin Vasper. Blackwell £4.95. 0 631 90390 2.

Economics. A Comprehensive Approach for GCSE. By Paul Curry. Belland Hyman £6.95. 0 7135 2697 1.

GCSE Economics. By Robert Paisley and John Quillfeldt. Longman £5.95. 0 00 327386 5.

Coursework in Economics. By John Bardsley and Jim Nettleship. Causeway Books £2.75. 0 946 18326 0.

Countdown to GCSE. By Andrew Leake. Macmillan £1.95. 333 42402 6.

The author is head of economics at 'Bedon' School, Crowborough, East Sussex.

Earning a living

Spotlight on Economics and Society. By Alain Anderson. Pitman £5.95. 0 273 02319 5.

Alain Anderson is well known as an author of several lively economics textbooks. This latest book is part of the successful Spotlight Series and aims to help young people understand the way in which the country earns its living. It is written with pre-vocational courses in mind, although it may be a useful additional resource for some GCSE economics, business, studies and social studies courses.

The book adopts a pupil-centred approach and is packed with interesting stimulus material as well as exercises and questions. The 14 chapters include such topics as budgeting, shopping, accommodation, the environment and new technology.

Because of its integrated approach and lack of any precise syllabus, the pre-vocational area is particularly difficult to write for. This book might have come closer to meeting the needs of such courses if it had adopted a style

based on rather longer learning objectives with the cross-curricular elements being specified at the start. The being specified at the start. The approach would be more in keeping with the pre-vocational approach which requires the learning objectives of any assignment to be made clear to the pupil at the start of the exercise. Whilst some of the exercises and assignments are imaginative, others are mundane and may require reworking to elicit the necessary response. An example of this occurs in the chapter on trade unions where a series of interesting exercises are asked to "write a 2000-word report on the roles and methods of operation of a trade union". The lack of an overall aim is a handicap for those wishing to use the book as a resource to develop the strength of its excellent stimulus material in order to meet the individual needs of their courses.

Technical terminology is gathered together in a dictionary at the end of the book - an invaluable asset for

Supplementary diet

Key Issues in Economics and Business series:
International Economics. By Graham Donnelly. £4.95.
The Problems of Unemployment and Inflation. By Philip Hardwick. £3.95.
Government and the Economy. By K. Bain and P. G. A. Howells. £3.95.
Linnman

The increasing number of publications aimed at supplementing the standard comprehensive textbook is to be welcomed. Different strategies for this market niche are employed. One is to provide a series of short articles, each covering a discrete topic, such as 'The Economist's School Briefs' or 'Causeway Press's Developments in Economics', edited by Brian Atkinson. The Linnman strategy in the Key Issues in Economics and Business series is to provide mini-textbooks.

The three books reviewed here differ in their balance and extent of coverage. Hardwick's is the most narrowly focused and thus most useful to the most diffuse. In the latter this results in a rather hurried and superficial treatment in some places, combined with the use of concepts, such as Pareto efficiency and the second best, which a student would find hard to grasp if not already familiar with them. Hardwick uses unnecessarily complex geometry for the points being made. Donnelly avoids these problems more successfully but gives too much institutional detail for A level. His book is directed at certain professional examinations and would be suitable as a main textbook for such courses. Overall the series is too specialized for A level; it is most suited to professional examination courses and non-specialist economics courses in further and higher education. A first-year specialist course in economics should ideally

be more rigorous and more up-to-date than is any of these books. If a textbook is oriented towards external examinations, which always tend to lag behind developments in a subject, then it is unlikely to introduce current developments in the discipline. For instance there is nothing, apart from purchasing power parity, on the monetary approach to the balance of payments or recent portfolio theories of exchange rate determination in Donnelly, nor anything on public choice economics or the notion of competition as a process in Bain and Howells, who stick to static neoclassical welfare economics. However they are to be congratulated on a good exposition of the supply side of a monetarist/neoclassical model.

A major criticism of the series is of the extent to which the two books overlap: both deal extensively with unemployment and inflation, without the advantages of integration. For example Bain and Howells cover a given set of topics more efficiently and integration is not required. It is notable that the dual-authored book lacks a coherent structure.

On the whole this is pretty standard textbook stuff, in style and presentation. The two books could prove useful supplementary reading, but on a chapter-by-chapter basis, rather than setting the whole as required reading. Individual teachers should look at them and select what would be useful to recommend to their students, either to extend, deepen or revise their own course material.

Rosalind Levavéle



Business studies

From push to shove

DAVID DYER

It is 20 years since we devised a syllabus to break into the school curriculum at A level with business studies; 20 years since the first small group of students started the course in just four schools. Projects of this kind and those involved with them often filter and lose their impact after such a period of time. For us, however, there has always been the next step forward, the challenge which has kept teachers fresh and purpose alive. 1967 was a small local push working through Cambridge and A levels but it has developed into a major thrust through several examination boards and at many levels.

It is not the purpose of this article to offer an exhaustive list of the variety of approaches or of those who are making contributions to the development of business studies. Rather it will concentrate on some of the major assumptions and understandings which underpin business studies as part of the curriculum.

At the heart of all courses, whether they lead to A levels, BTEC awards or GCSE, whether they are offered as Mode 1 board-based syllabuses or have been developed as mode three syllabuses frequently through the support and effort of TVET, is the conviction that business studies must be both integrated and outward looking. All courses are inter-disciplinary, drawing knowledge from a range of discrete subject areas, but it is the use of that knowledge and the skills and competencies which are matured through it which are the real purpose of our courses. In all GCSE courses, for example, the coursework element is a reflection of good teaching practice and not a lipstick stuck on to the course in order to meet the requirements of an exam. There are now three Mode 1 courses at A level, a fourth in preparation which will soon offer students for examination. All of these stress, as part of their aims, an integrated and problem solving approach to the subject.

These things are made most explicit and centralized in the examination by the Cambridge A level which offers both a project report and a case study, as a means of motivating and assessing students' skills and competencies. Those who teach the course have consistently argued that it is the educational value of these experiences which is most important. Changes which have been made or are contemplated in the Oxford and AEB courses are, in their different ways, a move towards a more explicit emphasis on integration and investigation outside the classroom.

The centralization upon the maturation of skills and competencies through experience which classroom studies the 16-plus initiatives. There is scope for the teacher to choose a pattern which is best suited to an individual teaching style and to the opportunities and

challenges of a local community. Equally, there is opportunity to be involved in curriculum development and in the determination to operation of methods of assessment. This affords both the excitement of participation and the assurance that pupils' learning experiences will be reflected in the assessment.

There is a spirit of co-operation between teachers who are determined to develop courses and means of assessment which are more in line with what they see as the learning objectives of the subject. I am fortunate to be involved in a consultancy or moderating role with many of these schemes. Sometimes I am left with the impression that, in isolated pockets around the country, everybody is busy developing essentially the same but marginally different courses. It is perhaps true that much more could be done to co-operate and learn from each other. On the other hand I must be aware that this might simply lead back to standardized exams little different from the present Mode 1 optimum. I am also aware that the chance to be different is the mainspring of enthusiasm. I suspect that the most valuable contribution which people like me can make is that we carry good ideas from one group to another and can use our increasing experience to warn of pitfalls and dangers. Examinations for both standards and the comparability of one result with another, but it is good to know, as one who works with them, that the brief is to find ways of facilitating what innovative teachers want to do and not to impose a stylized approach or pattern upon them.

Enthusiasm for change is personal; we each have our own ideas concerning content, approach or assessment methods and we fight to make our point. Consequently initial syllabuses are often too full. This was certainly true of the Cambridge syllabuses and has been evident in most of the Mode 3 submissions I have seen. In particular I observe that, whilst many are written as business studies courses they have significant elements of Information Technology. I assert as strongly as anyone that business studies cannot and should not be taught in isolation from new technology. Those who teach our subject should make every effort to assist learning through modern technology. However, I think that the skills of information processing and use are too important to be stranded within a particular curriculum subject. It should be the aim of education to ensure that every pupil is keyboard literate, to give them every opportunity across the curriculum to use what has become the penmanship of our age.

Within business studies the new information technology should be another important resource to assist learning and effective communication and not as a topic taught or examined for its own sake. This is not a point demand devoid of business studies of word processing but rather an argument for a wider role within the curriculum skills and competencies which a pupil must be given an opportunity to acquire and use.

In the classroom the changes are built into the evolution of the decade should be treated as opportunities to enable and extend learning, particularly through group and individual assignments which are valued by teachers and on the community of learning. The role of the teacher is to work together and develop a range of inter-personal and communication skills as a consequence. Work presented for the examination, of course, is individual, but there are many stages before which are rich in opportunities for learning if they can be approached co-operatively.

There is no doubt that the past direction of change is not enough. All teachers and even those of some who are still unable to let go, know they will be reflected both in classrooms and in eventual results. Here is the unfortunate reality of current developments. It is not enough to be the instrument of change; we must learn about its nature and teach pupils in advance of what they need to learn; we must teach them without being taught; we must know what is going to be the result; we must assess the progress; we must assign in a way which recognizes achievement at all levels; we must provide effective training has been received.

These problems are not peculiar to business studies but they are more acute when there is a strong initial training in the subject and the boundaries of the subject are being defined. The number of pupils being initially trained now is low, the provision for its service is far less than is needed. If there is development in business studies it is now crucial to the success of others which we have inherited and supported so enthusiastically. We find a way to give our teachers the training they need. They seek confidence in the classroom and have the enthusiasm and the confidence they have a choice of good teachers, they need a strengthening of their numbers and the support of continuing in-service provision.

The author is the Director of the Cambridge Business Studies Project at the University of Cambridge Education.

Business studies

Early birds

D J THOMAS

Comprehensive Business Studies. By Alan Whitehead. Pitman £5.95. 0 273 02458 2.
Introducing Accounting. By David Brown. Hutchinson £5.95. 09 165521 8.

Business studies as a new GCSE subject is very different from the established business education subjects such as Commerce, Principles of Accounts and Office Practice. It is the only subject within this curriculum area which has its own set of specific National Criteria. Whereas the National Criteria stipulate requirements that apply to all GCSE subjects and syllabuses, the criteria specific to business studies lay down certain additional requirements for every GCSE syllabus within that title.

Those schools which opted to begin two-year courses in GCSE Business Studies in September 1986 were faced with a dearth of textbooks of that time. Some new books were in preparation and among the first to appear is *Comprehensive Business Studies*. It is an attractive book, well illustrated with photographs and diagrams. The text is divided into six sections: Business Structure and Organization; Money, Capital and Finance; Marketing; Communication; People in Business; and Social Accounting - which cover the core content of most GCSE syllabuses. The preface acknowledges that some syllabus areas may have been excluded and this is certainly the case. Thus, for example, some aspects of financial control and reporting are omitted, as is also mention of the role

of some pressure groups. These omissions can hardly be surprising when it is remembered that when the book was in preparation, some GCSE syllabuses in Business Studies had not received approval from the Secondary Examinations Council.

Another criticism could be levelled at the book in terms of what it leaves out. One of the major aims of GCSE is to create opportunities for students to learn not only from their own classroom work but also from outside activities. Thus the section called 'Make a note of it' at the end of each chapter which helps to reinforce the knowledge gained from the chapter, might have been broadened. Essays and structured questions could have been used to develop the skills of numeracy, interpretation and analysis. Again, suggestions for coursework and assignments would have helped towards accompanying activities outside the classroom. But despite these omissions, this clearly structured text has been welcomed by teachers and will prove attractive to students of a wide range of abilities.

Introducing Accounting is among the first books on the subject to claim suitability for GCSE courses. It is a big book which in addition to the GCSE syllabuses covers RSA and BTEC course requirements. Each page is illustrated profusely and self-test questions (and answers) appear at the end of the book. Here is comprehensive coverage of the subject. It is to be hoped that the effect of such full and detailed explanations is not to daunt the student of average ability.

Book keeping

Book-keeping: A Guide for Beginners Volume 1. By M J Maloney. Stanley Thornes £2.25. 0 85950 514 6.
Book-keeping: The Basics of Finance and Accounting. By A W Brindley, J L Brindley and B D Agnew. McGraw Hill £6.95. 0 07 084966 8.
Costing - An Introduction for Students. By A Pizzey. CAET £6.50. 0 90094 61 3.

Although large businesses have been using computers for many years to assist their book-keeping and accounting procedures, the introduction of small, relatively cheap computers has made a computer-based book-keeping system available to even the smallest business. But while there is much to be gained from technological innovations, it is important to remember that basic book-keeping concepts and procedures remain a valuable study for young office workers and for those seeking to become self-employed in business. There is no shortage of elementary texts to assist students, but *Book-keeping: A Guide for Beginners* should prove attractive.

The author approaches the subject by working through the records of a small firm recently set up by one Tom Robinson. The various records are shown in a realistic manner and the text is well illustrated. Exercises are

provided at the end of each chapter and the worked solutions are available in a separate publication. Volume 1 covers procedures up to the trial balance and Volume 2 (not reviewed here) works through to the final accounts. Here is a successful attempt to present the subject in simple and straightforward language.

The authors of *Book-keeping: The Basics of Finance and Accounting* adopt a similar approach by basing their text on the workings of another small business. The principles and procedures are covered in one large volume and answers are provided to the questions set. There is a useful chapter on computer-based book-keeping and a software disk is available to give students hands-on experience in using a computerized accounting system. This second edition will be useful to students aged 16-plus on a range of first book-keeping courses. A teacher's handbook is available separately.

Costing: An Introduction for Students is a studybook designed to help students understand the principles of the subject and to appreciate the significance of costing statements. In this new edition, the text has been updated, some topics have been extended and new chapters on behavioural aspects of the budgeting process, and the identification of relevant costs for decisions have been included.

Routine tasks

Business Administration. By Roger Carter. Heinemann £8.95. 0 434 90214 4.

The majority of all workers are employed in offices and the availability of computers to even the smallest business means that office jobs are changing radically. Routine tasks are disappearing and additional time can be given to decision-making through analysing the information received, and then selecting appropriate courses of action.

The *Business and Technician Education Council* has emphasized the need to give business students a thor-

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Everyday industry

The Economics of Business ... In Perspective. By Bob Dade and Kevin Berry. Hobbies £2.35 for 1-9 copies and £1.95 for 10 or more.

This resource booklet for A level economics and business studies students is sponsored by the Institute of Chartered Accountants, which is providing one complimentary copy for all secondary schools. It consists of a 48-page A4 all-colour glossy magazine, an unlikely vehicle for conveying concepts such as discounted cash flow and behavioural theories of the firm.

The publication aims to increase the level of financial awareness among young people and to bring home to them the importance of industry and commerce in everyday life. Each chapter contains real-life case studies. For example, the decisions required when

raising capital are highlighted by the cases of two firms. Lightwork for bicycle lamps, and Piccadilly Radio. For pricing decisions, the authors review the launching of WISPA, and append graphical and numerical analyses. A four-page section on the objectives of organizations succinctly reviews the profit-maximizing and sales-maximizing models, Simon's behavioural theory and others. Further sections cover taxation, financial accountability, the labour market, mergers and privatization, and social costs and benefits.

The concepts and issues are relevant to both economics and business studies classes, with a slight leaning towards the latter. The presentation is a superb combination of text carefully written by experienced teachers and attractive graphic design.

David Whitehead

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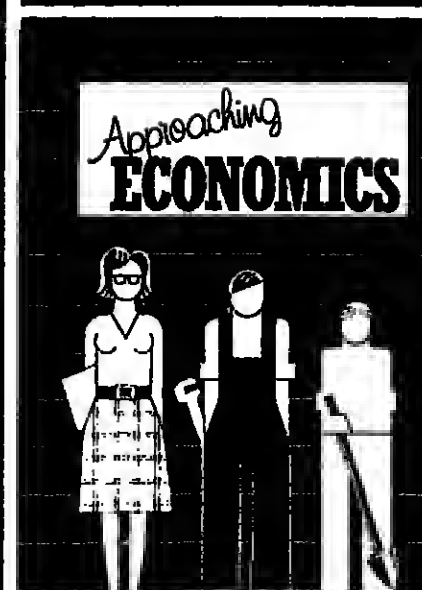
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ECONOMICS & BUSINESS BOOKS

For specialists

After Full Employment. By John Keene and John Owens
Hutchinson £6.95, 0 199 16409 1.
The Revolution That Never Was. By William Hutton
Longman £5.95, 0 582 29603 X.

The object of both these analyses is to provide a theoretical perspective on contemporary economic problems. Keene and Owens rely on a narrative account of British economic history since the Thirties to explain our current economic malaise, while Hutton outlines the history of economic thought since Adam Smith to show how we have arrived at our misconceptions.

Keene and Owens's college level text elucidates the four main competing interpretations of the causes of unemployment and the future of paid work: social democracy, free market liberalism, the disciplinary state, and utopian socialism. Their central thesis is that the post-Beveridge policy of full (un)employment is no longer attainable. The conceptual framework developed by these political scientists provides a fascinating and credible critique of Keynesian economic thinking.

However, their contention that full employment is unrepeatable is more frequently stated than justified, and their solution is Utopian: a guaranteed social wage, whereby every adult citizen would be paid by the state an income adequate for subsistence. Those citizens who wished to earn extra income from paid employment could do so, and tax on their earnings would finance the social wage system.

Hutton's advanced text is for specialist economists, though his treatment is non-mathematical. Keynes showed that whatever classical theory seeks to tell us about the market economy, it does not conform with the economic behaviour of the "society in

which we actually live, with the result that its teaching is misleading and disastrous if we attempt to apply it to the facts of experience". Hutton argues that economics has ignored this point: today's economics textbooks might just as well have been written as though Keynes had never lived.

He further rebuts the Hicks/Hansen IS/LM analysis, which traduces Keynes to the point of betrayal, by its misconception of liquidity preference and the financial system. Hutton contends that the heart of the instability of the market economy lies in the tension between the financial system's desire for liquidity and the need for illiquidity in order for the real economy to finance the acquisition of physical capital assets. Ironically, in one direction the UK has had outstanding success: in the housing market, thanks to the illiquidity preference of our building societies. The British standard of housing compares favourably with, for example, West Germany, Japan, France and the US, which have all experienced higher economic growth rates, but their housing stock, judged by the percentage of one-room dwellings, average number of rooms per house, persons per room etc is not of any higher standard than ours, and in some cases inferior.

As with Keene and Owens, a respectable thesis ends with an eccentric and unrealistic conclusion: in Hutton's case, the advocacy of a constitutional change, to separate the executive and legislative arms of government, in the hope that the executive branch would adopt a more coherent strategy for asserting the common interest.

David J Whitehead

The author is a senior lecturer at the University of London Institute of Education.

Last chance

Manetary Economics. By B J Beecham; Economics. By B Harrison.
Longman Examination Guides, £5.95 each.

Basic Concepts in Monetary Economics. By T M Jackson. £8.95; Basic Concepts in Macroeconomics. By N Fuller. £3.95; Questions and Answers: Economics. By G Walker. £3.95; Multiple choice Economics. By S Kernally. £3.95.

Economics. By J Levick. £4.95.
All published by Checkmate/Arnold.

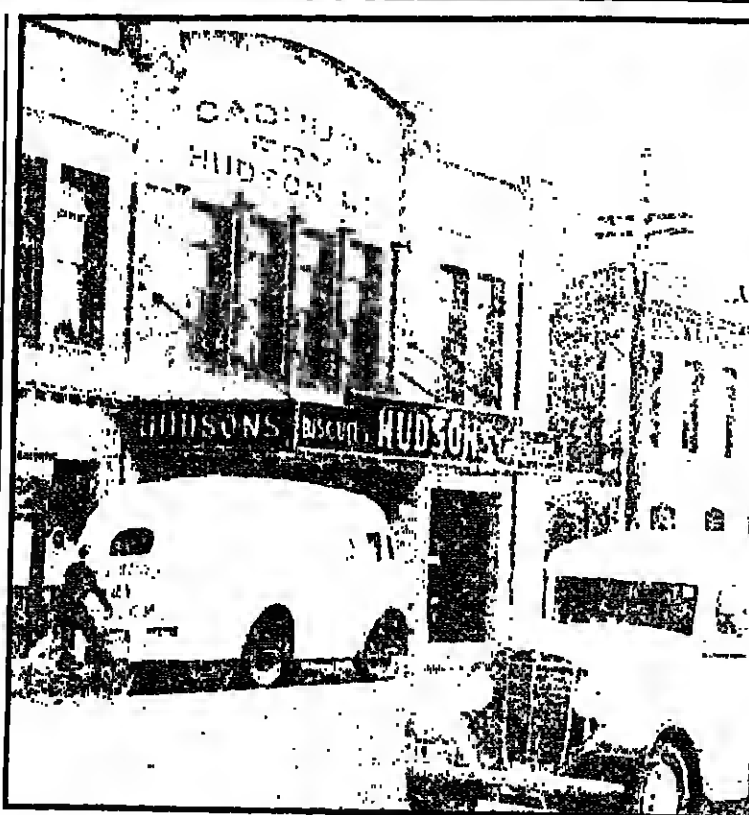
These pocketbooks may be seen as course companions, last minute revision crammers or props for insecure, spendthrift students. Beecham's primer is recommended by the Institute of Bankers: a lucrative imprimatur. Harrison's examination guide is less a textbook than a supplement to one. Apart from core material, it contains recent examination questions and outline answers. Jackson's *Monetary Economics* stands out as a thorough, up-to-date account, again geared to the Institute of Bankers' examinations.

Macroeconomics aschews an index but provides a 10-page list of contents. Some of the chapters are so brief as to be worthless. Fuller nevertheless finds space for 10 pages on the IS/LM model: a comment on contemporary economics. Walker presents an old-fashioned book, his multiple choice questions an eccentric format, and offers little value for money. Levick's *Economics*, in an "essential topics" series, is diluted so much as to have lost all flavour. It is also curiously uneven, with simplistic treatment of inflation theory yet 10 pages on the natural rate of unemployment.

DW

Philip Cogan's *The Money Machine* (Penguin £3.95) is subtitled "How the City Works" and that is what it tells you, in plain English, from banks and building societies, to insurance, shares, discount houses and the Big Bang, acknowledging shortcomings but without minimizing the importance of the major financial institutions.

R. Buss



British Multinationals: Origins, Management and Performance, edited by Geoffrey James in *Cover Publishing's Business History Series* (£25), focuses on the development of a range of British multinationals from 1899 to the present day. New evidence has been made available from company archives. The illustration shows the original premises of R. Hudson & Co in Dunedin, taken shortly after the amalgamation with Cadbury and Fry in 1930.

Snakes and ladders

The Book of Business, Money and Power. By Michael Kidron and Ronald Segal
Pinto Projects £14.95;
Pan £7.95, 0 330 28578 5.

It is really quite ironic. Just as Thatcherism has forced the Labour Party to express its belief in market forces, entrepreneurs and profits, along come Michael Kidron and Ronald Segal to proclaim a far more convincing view: business is just a game, sometimes dirty, always important, but an activity which, like a game, is necessarily amoral, opportunistic and at bottom destructive of human values—surely one of the most bizarre foundations imaginable for socialism?

Like their previous atlases on the *State of Business*, *Money and Power* carry their learning (and their readers) lightly as they circle the globe. Like the best travel writers, Kidron and Segal assume no prior knowledge as they conduct us with a sure touch through the myriad activities that comprise the world of business.

On the way we meet arms salesmen, computer fraudsters, take-over artists, retailers, oilmen, bankers, dope peddlers, fund managers, insur-

ance underwriters and everywhere government ministers and their agents. In these 191 crammed pages I found just one mistake: the statement that banks think a 5 per cent primary capital ratio "unnecessarily cautious"—not any more they don't.

Were this book simply a bestiary of different business types, the stream of assorted facts might tire the reader. The authors avoid this in four ways. First, they are humorous; second, they spice their text with versions of Monopoly, Snakes and Ladders and other popular games; third, they have culled telling quotes from the financial press; and finally, their desire to understand the world of business is directed by a vision—business, they write, "is infinitely creative and infinitely destructive. It is insatiable, intolerant and cruel".

This ambiguous vision enable the authors to make sense of capitalism's famous unacceptable face—a feature less to do with the inevitable "fluid" aspects than with the practice carried too far. It would be ungrateful to demand that the authors provide an alternative to the system they condemn; but until someone does, I suppose we shall just have to play up and play to win.

Peter Parker

Outline answers

Longman Exam Guides:
Accounting Standards. By Geoff Black.
£5.95, 0 582 46923 6.
Quantitative Methods. By Derek Broad.
£5.95, 0 582 29696 X.

The aim of the Longman Exam Guides is to assist students to prepare effectively for examinations. Although described by the publisher as supplements to textbooks, each Guide is in itself a substantial volume. There are 30 or so titles in the series, each one having the same eye-catching cover design and sharing a broadly similar structure for the text.

The early chapters describe the range of examinations for which the book is intended (including an analysis of topics within the relevant syllabus) and offer guidance on preparation for examinations and answering the questions themselves. The remainder of the text covers subject content, long prose passages are avoided by the division of chapters into sections separated by heavy ruled blank lines—a structure which assists readers to identify quickly topics within chapters. Chapters conclude with a range of recent examination questions which

should prove useful to students. Even more welcome will be the outline answers provided for questions and full answers to selected questions. Each chapter also includes detailed suggestions for further reading.

Every examination in financial accounting is likely to require a knowledge of several of the Statements of Standard Accounting Practice (SSAPs) produced by the accounting profession. *Accounting Standards* covers the main requirements of every SSAP and is suitable for a wide range of accounting examinations including those of the professional accounting bodies. It is appropriate also for courses leading to LCCI, GCE A level, and BTEC higher level qualifications.

Quantitative Methods is designed for students taking professional and undergraduate courses which include a quantitative element. Until fairly recently that element was usually restricted to statistics, but most courses now include some mathematics. Content varies, but usually algebra, differential calculus and financial mathematics are included and some times also linear programming. The book covers most of the introductory material in the quantitative area.

D J Thomas

Supply demand

Microeconomics: New Texts in Old. By Graham D Fitzpatrick.
Oxford University Press £3.50, 0 193296 8.

The Economist Economics. By Roy Pennant-Rea and Clive Good.
Penguin £2.95, 0 14 02782 2.
Basic Concepts in Microeconomics. By Nell Fuller.

Edward Arnold £3.95.

Economics: An Introduction for Students of Business and Marketing. Frank Livesey.
Heinemann £5.95, 0 434 91184 1.

The array of economics textbooks available presents teachers with hard choices and Fitzpatrick's title increases their dilemma. *Stat Microeconomics* is a popular, but a micro text is more problematic. However, that Hewitt's *Economics* is neither dated. The emphasis of Fitzpatrick's text is on more recent theories though not frequently a misnomer, since teachers were explaining new ideas 20 years ago. The text assumes the questions are the forces of supply and demand, produce a price, that we can measure consumer satisfaction, that we determine consumption, that we aim to maximize profits, and thus levels determine employment decisions.

The treatment of orthodox theory is largely devoid of application, and encourages the reader to say "it all and 'lurrah!' to the 'new' of games theory, revealed prices, and merit goods. Standard text less than Fitzpatrick's main Lipsey for example supplies the text applications on principle.

The author presents comparative theory very clearly, and yet whenever values obscure objective narrative style seems to be volunteered that this was the predictable outcome of Lieutnant Lillian having eventually got to Johnny (in the Surabaya song) to take that "damned pipe" from his mouth.

In contrast to *Happy End*, *Silverlake* tells to put across its vision of man rejuvenating himself only through his own efforts. It takes some two hours of Kaber's spoken text to get his down-trodden worker Severin (Nigel Robson) and Olm (Michael Heath), the philanthropic policeman who had once wounded him, to the point where they are set out together to cross the channel Silverlake into a shining future. We'll's apprehension of Hitler's menace blazes out in "The Ballad of Caesar's Death", sung to a vicious accompaniment (on the harp of

Opem had been around for more than 300 years before Kurt Weill and Bertolt Brecht threw down the first effective challenge to its standing and social purpose. "Since it is precisely for its backwardness that the opera-going public adores opera," said Brecht, "an influx of new types of listener with new appetites has to be reckoned with".

In the Weimar Germany of the late 1920s theatrical escapism was very popular, rated a crime by those who believed that art now had to take on the gathering storm clouds of social injustice and political menace. Is it any wonder that Brecht wanted to assign opera "a different role in society by connecting it with the educational system or the organs of mass communication?"

That role has been on trial in London's Camden Festival, which put on *Happy End* (1929) and the first British staged performance of *Silverlake*. The triumphant 1933 premiere of *Silverlake* was apothecosis and unwilling epilogue to German expressionist theatre. Ten days later the Reichstag burnt, and within days all works by Jews were banned, including everything by Weill and his librettist George Kaiser.

Happy End, given by St Donats Music Theatre, was conjured up as sequel to the hugely successful *Threepenny Opera*. The thieves beggars have now matured into American gangsters, with the Salvation Army fighting the good fight both for their money and their souls. This is a numbing treatment of the wrongs of capitalism and class-conflict whose "American" setting reflects the fascination which that wicked country had for Weill and his collaborators.

The energetic St Donats company, directed by Mike Ashman, found exactly the right style for a piece that communicates its human core by entertaining rather than instructing its audience. On the night I was there epic theatre collided with real-life drama when the auditorium had suddenly to be cleared while the Fire Brigade dealt with a fire in the foyer. Brecht might have volunteered that this was the predictable outcome of Lieutnant Lillian having eventually got to Johnny (in the Surabaya song) to take that "damned pipe" from his mouth.

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SOUNDINGS

Directors' day

"You can do this type of work with thirty or forty pupils, but it's incredibly privileged treatment. What do you do for the hundreds and hundreds of other children who need something like this?"

What indeed? So far, Battersea Arts Centre's new GCSE drama study days seem to be the only ones of their kind in London. As the centre's education officer Simon Mellor is all too aware that they cater for only a tiny minority of children taking the new exam. "The response from schools was incredible," he recalls.

The study days were set up in consultation with the ILEA Drama and Tape Centre and the authority's drama advisers. The first two were linked to the new BF Young Directors Festival, an ambitious and highly enterprising initiative, a project organised and hosted by Battersea, which



Margaret Perry (left) and Christina Collier as the shopgirls in *Silverlake*

Opera on trial

by Patrick Carnegy

all instruments) by the young girl (Kute Flowers) who was supposed to soothe Severin's discomposure with sweet music.

Nevertheless, it's hard to be convinced that this oppressive fable is the gem of Weimar counter-culture. The text is only tolerable in so far as it produces scenes which "explain themselves" through the genius of Weill's music, here more darkly coloured and harmonically barbed than in *Happy End*. It's not hard to hear it as the musical equivalent of a gallery of cartoons by George Grosz. John Eaton's brilliantly thought-out staging for Abbey Opera succeeded admirably in putting across the work's musical power and challenging complexity.

In his day Verdi protested as passionately against the wrongs of his society as Weill did later. There is even a bizarre link between them in that Weill's teacher, Busoni, once accused him of attempting to be a "poor man Verdi" — to which Weill would have had cause enough to retort, "better than a rich man's one." Today Verdi's very popularity threatens to anesthe-

tize an anger which sprang from a sense of political and social injustice no less real than Weill's.

English National Opera's new *Simon Boccanegra* of the Coliseum is the strong man that it ought to be. It is finely conducted by Mark Elder, and sung with real commitment by a strong cast led by Jonathan Summers as Simon, David Felding and David Alden's staging is sensational principally in launching the singers into dangerously open spaces where they are compelled to interact as unflinchingly as the situations demand.

Although the warring parties were got up in every imaginable style of threatening battle-gear, the overt violence was low-key for a Fielding/Alden show. They didn't strain to elucidate the more baffling aspects of the plot, rightly allowing the tragedy of violence rooted in irrationality to speak for itself. It was a tribute to Fielding and Alden that they were roundly booed by those patrons who evidently felt affronted that the power and protest of Verdi's vision had been so uncompromisingly unleashed.

Jonathan Croall

scene, starting from scratch with students from three leading drama schools.

"It was the most nerve-racking experience of my life," Robert Slan remembers. "It was a huge lottery getting through to the festival itself, but it gave a great boost to my confidence; I think the tension of competition was probably a good thing. It also made me much more interested in the art of directing."

For the study days, use was made of the work of Olusola Oyeleye, one of the final finalists. She directed her own play *Many Voices, One Chant*, which tells through poetry, music and songs the story of five black women living in South Africa. The pupils watched a performance, talked at length with the actors and director about the play's issues and technicalities, and moved on to discuss ideas for the piece of theatre criticism they have to write as part of their GCSE submission.

"There were some very lively and heated discussions," says Simon Mellor. "You could see the kids make a real quantum leap forward, they really opened up." His plan now is to see how similar days can be set up for other works performed at the centre, and to explore other ways in which Battersea can plug in to schools' exam needs.

For further information contact Simon Mellor on 01 225 0545.

Radio

Portentous air

Old Man: (to himself) I wonder who approaches. He's a tobyune, by his uniform. (Aloud) Why, are you not Tribune Quintus, a fairly kind Roman who never wanted to be sent to this outpost of the Empire and certainly not in the week the Jews call Passover? Quintus: That I am, Old Man. And are not you a relatively unimportant minor character whose sole dramatic function is to tell people what they already know?

Old Man: And to travel with you on your symbolic journey. Quintus: How the air is full of portents.

Old Man: And, the season being what the season is, religious drama. To be fair, most of the flurry of new religious drama broadcast on Radio 4 over the last two weeks has been better than that, although even the best productions were fighting occasionally clumsy scripts. The play with the most to say was, perhaps predictably, the one set in modern times. Incident at the Devil's Gate by Bruce Stewart recorded events leading up to the assassination of Archbishop Oscar Romero who was shot while celebrating mass in San Salvador in 1980.

Far from being the revolutionary and friend of Marxist rebels his enemies would have him known as, Romero was a decidedly conservative man who became increasingly concerned at the plight of the poor and scandalized by the hidden Mafia that gripped his country. ("Be a patriot, kill a priest!" In the play, he slowly unravels the morning of the night which disturbs his sleep until, when he at last realizes his weekly radio broadcasts have become too great a threat to the state, he faces the possibility of martyrdom.)

Some of the cast were crippled by supposedly conversational speeches the length of paragraphs and the play could have been usefully cut by 10 minutes at least, but Alice McCawen gave a memorable performance as the

innocent orphanishop and Shaun McLoughlin's production was hauntingly evocative. Even more stylish was Robert Cooper's direction of Ken Blakeson's *The Gospel According to Judas*. This was nothing to do with the real (gnostic) Gospel of Judas but a play based on the supposition that Icarus survived the events surrounding the Crucifixion ("Did you betray him?" "I don't know. I really don't know." "Now, in the year 70, Jerusalem is besieged by the Romans. Jewish factions fight among themselves within the city and Judas craves for cynical soldiers, whores, his field of blood and the corpses of famine and war. Modern orthodoxies sounded cruelly anachronistic while Judas (played with urbane suavity by Peter Howell) picked his elegant way through the filth of the city. One early effect produced, for me, the most frightening moment I've ever heard in a radio play.

More accessible is the current serialization of Lloyd C. Douglas's epic novel, *The Rabe* (Fridays 3pm, Sundays 7pm). The radio version is very much better than the film and better than that compromise suggests. The first episode ambitiously presented a radio sword fight (Ugh. Clash. Crash. Urgh. Swish. Argh) and there was some very clumsy exposition. Even so, it has had its moments and promises to get better as it goes along.

If it is an example of popular radio drama, *At the Gates of the City* was more for the initiated — certainly when it offered phrases such as "a neo-Christian dualist sect" by way of explanation of a greater obscurity (Munichism, in case you want to know). An often moving, genuinely spiritual feature about the later years of the reluctant priest, reluctant bishop and reluctant saint, Augustine, it was written by Murray Watts and produced with tender loving care by Chris Rees.

David Self

Television

Blind faith

Viewpoint 87: *Thy Kingdom Come* (ITV, April 14, with Part 2, *Thy Will Be Done* on April 21) was the most chilling investigation we have yet seen of Fundamentalist Christianity in the US. Starting at the grassroots, where unquestioning belief may be a last refuge from despair, it developed a clear narrative around the means by which this faith can be exploited for money and power. The blatant manipulation of emotion by television evangelists and the cynical targeting of Christian believers by the political Right have been shown in other programmes, but never exposed so clearly, or with such damning evidence from those involved.

Jim Baker, one of the evangelists who featured in the first programme, was publicly discredited shortly after it was completed. The Horizon documentary on Britain's preparations for a nuclear accident (BBC2, April 13) had similar, fortuitous confirmation when when the nuclear power station at Hartlepool was to be closed down last month. Horizon chose Hartlepool because it is situated in a heavily-populated area, and the most worrying aspect of its investigation was the confidence of the management in their ability to predict emergencies. They had not predicted the one that arose.

The Gods of War (Channel 4, Saturdays) continued to put a hard question to all religious denominations, while *The Paradox of the Papacy* (Channel 4, April 19) and *The Heart of the Matter* (BBC1, April 19) asked the Catholic Church and the Church of England respectively what they were doing about poverty. An Irish priest in a Brazilian village, between unscrupulous landowners on the one hand and almost total deprivation on the other, did not need any theories of liberation theology to see that some orthodox teachings do not apply to his congrega-

tion of prostitutes and thieves. The gulf between the Third World and the Vatican bureaucracy in its Renaissance palaces is rather greater than that between the unemployed of North-East England and the Bishop of Durham's study, but the basic question was the same. On *The Heart of the Matter*, John Gummer claimed that the purpose of Christian charity was to benefit the giver, not the receiver, an argument that makes poverty a positive good as far as the rich are concerned. The Bishop found it less consoling and offered the Church the hard road of adapting to a post-industrial society.

Promises and Pleasures (ITV, April 13) ended on a similar message for education: "What we now need is a new education act which can deliver a decent standard of education for everybody, not just the lucky few". Stuart Muckle concluded. This and his advocacy of "a learning society" in which education is not considered an expensive luxury have been the themes of the series.

And all the rest is snooker? Not quite. The *Wraith Trilogy* (BBC2, April 18, 19 and 20) gave admirers the opportunity to read their favourite passages and to disagree on the merits of *Hillside Revisited*. The *Screen Two* adaptation of William Trevor's *The Children of Dynmorth* (BBC2, April 19) centred on a remarkable performance by Simon Evans as Timothy Gedge, an adolescent who is at once deeply sinister and pitifully unskilled. However, the play, having established this character, never quite decided what to do with him. Behind the gruesome taste for alternative comedy, he seemed to be saying something about the banality of evil, or the need for love: an Easter message, perhaps, which tended to get lost in the telling.

Robin Buss

MEDIA

Prowling around town

Jane Mainwaring and Sheila Gore observe City Wildlife



SCHOOLS TELEVISION
Information World
BBC2, Wednesdays 11.17am from April 29.

Information World is a series of five programmes about the applications of computers aimed at computer studies, IT for all, and TVET classes. The major difficulty to be overcome by the makers of such a series is that the subject matter does not obviously lend itself to visual treatment.

Roger Fry, the producer of Information World, had also to ensure that the series would have a shelf life of four years. As a result, topics were selected to show "some common themes which would be relevant to the study of almost any information system which might come along in the future". By so doing, it is hoped, young viewers will be enabled to criticize the performance of almost any computer system.

BBC EDUCATION

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Travel and Tourism
BBC Education
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SCHOOLS TELEVISION

Finding Out
City Wildlife: City Cats, City Cliff Dwellers, Churchyard Wildlife, Park Wildlife, Back Garden Wildlife
ITV Thames, Tuesdays 9.30am, repeated Wednesdays 10.16am, from April 28.

Support material: Teachers' notes £1.90, pupils' booklets £1 (pack of four), sending cheque/PO to the Schools Publications Office, Thames Television plc, 149 Tottenham Court Road, London W1P 9LL.

This series of five programmes deals with the common, familiar and more secretive members of our city wildlife. All the examples and locations are taken from London. They show how easily animals adapt to town life, scavenging on human refuse and colonizing derelict areas. Two of the programmes show 'feral' animals - those which are wild though their ancestors have been tamed. The remaining programmes show environments with a mixture of wildlife. All the animals shown in the first four programmes are either mammals or birds. But the fifth, on back garden wildlife, features a host of "invertebrates" like worms, spiders, snails, butterflies and bees, as well as frogs, newts and other pondlife.

Throughout, there is some excellent filming. Memorable images include town foxes slinking round a churchyard with a motorway in the background; feral cats tentatively coming out to take some food, and cats yowling and fighting in defence of their territory.

Unfortunately, the commentary, though clearly and crammed with information, at times loses any thread of a story. In the programme on cats, the script jumps from big cat to show cat to domestic cat and feral cat with little obvious connection. Why are big cats introduced? Surely children will find such sequences confusing.

On the other hand, there are some very clear sections that help children to make practical, direct observations. The sequence about ducks and geese in the park shows different sorts of webbed feet and clearly explains the difference between diving and dabbling birds.

Some of the script is intricate, using adult jokes and assuming fairly advanced knowledge and vocabulary. Perhaps the new vocabulary could have been included in the teachers' notes or explained within the script. New concepts like "range" (an animal's territory) and "range" (as in a variation of fur colour) were used within a few moments of each other, and not explained.

Most of the programmes emphasize the knowledge that can be gained by watching. Food is used as bait to encourage animals to come closer, so that they can be observed better. One sequence which worries us, however, shows a squirrel being hand fed. These animals can inflict severe bites and we feel it is very wrong to encourage children to hand feed these animals.

Overall, teachers could overcome the irritating problems, and make valuable use of the series. In particular, the programmes may be more useful if teachers preview them first, and then replay, stop and select sequences for the children.



EVER WONDERED who decides what goes on educational BBC TV as radio? It used to be the Schools Broadcasting Council or the Continuing Education Advisory Council. The two have now merged, and both bit of weight, to emerge as the streamlined Educational Broadcasting Council.

The idea behind the merger is to reflect the growing closeness between schools, further education and vocational education and training. The BBC, under the chairmanship of Mr. Wragg, will advise the BBC on continuing education programmes and at adult listeners and viewers, to directly sponsor formal education programmes for schools and colleges based on the research of education officers, the footsoldiers of the BBC.

Professor Wragg also wants to closer ties between BBC Schools and Television, which have traditionally kept a diplomatic distance. Now is the time for a meeting of minds with the new overall controller of educational broadcasting, Evelyn Gwynne Jones, having had experience at the top in both media, and the head of Schools TV, Alan Rogers, coming straight from radio.

"Teachers have been nothing in the change to the new BBC," says Professor Wragg. "They've gained a strong council representing the whole of education, with more muscle in the BBC." He urges teachers to express their views about current output, their regional education officer, (names and telephone numbers in the BBC Schools Annual Programme), to the producers themselves (names in the Radio Times).

On the subject of teachers' earnings, the BBC is concerned that its new educational programmes from VHF to medium wave is liable to happen. After the TES broke the news of the possible switch over, the protests were apparently too great to ignore.

CHANNEL 4 will be adding an extra hour per day of children's television to its schedules from the Autumn. As the case with the existing Channel 4 and educational output, the programme will be cleared for copying for use in schools under the GPO Licensing Scheme.

C4 will continue to commission programmes in the "education" genre, but the level of (unpaid) commissioning editor's remuneration will be to "take a broader view of what to include. Possible features will be reported material from the best of ITV's own more programmes for pre-school viewers and some imported material.



ALTHOUGH ITV schools programmes will transfer to C4 from the Autumn, there are no plans for the channel to create schools programming per se. The same, C4 has made a new series of half-hour science, technology and programmes, *Abroaders*, starting in May, claims to be "one of the best TV projects since the dawn of television". It is based on the premise that "classroom teaching cannot keep pace with the changing face of technology".

Sheila Gore

Looking for Mr Right

Judging by the first three programmes, the BBC has certainly succeeded in making the material visually interesting, by and large, and presenter Carol Leader comes across well.

Programme one introduces the main ideas through two libraries: one computerized and the other not. The second programme is about data storage and retrieval. It begins strongly with a short item on the very latest technology - a compact disc version of an encyclopaedia. Because it is also attached to a computer it was possible to search the text for words or phrases.

Then comes the duller part of the first three programmes: a world-wide information search by a social worker carried out in the local library. We

they each filled in preparatory to the computer searching its database. The camera pans up before we get to the naughtier questions, yet it is still compulsive viewing. Carol Leader then shows us how the computer did its match-making.

This wide variety is also a strong point of the third programme which takes us from a Co-op supermarket to the army entering a corps feeding the troops on an exercise, via the Barbican box office, and ending up in a farm milking parlour.

It is difficult to assess the second objective of the series - to give pupils a template against which to judge all computer applications - without seeing the remaining programmes. On the basis of the first three, the teacher will have to do a lot of work for this to be achieved.

Mike Thorne

Here and there

School Radio - tales from home and abroad

Calculated Tales
BBC Radio 4 VHF
Wednesdays 11.40am from April 27.

Eventually, the calculator will be recognized as what it is: yet another useful calculating tool. Then, it will be assumed that all children will have one to hand, along with the number line and Unifix cubes, to use as they find necessary. Meanwhile, we, the educators, need to realize this, and to adjust our view of how children learn maths to accommodate the calculator. It is helpful to analyse situations where children have to decide what to do with the numbers they've got in order to find a satisfactory solution: is it add, divide, or what?

Calculated Tales is a new radio series of six programmes. Intended to be used as a cassette by individuals or groups of children. It is a thoughtful attempt at providing a simulated real life situation to deal with using a calculator. Each programme is self-contained, and provides a dramatized story with built-in calculations. Twins Karen and Darren desperately want a dog. Can they persuade their father that it isn't really that expensive to keep one - certainly cheaper than smoking? The listeners are asked to help with the calculations, and in the course of the dramatization they are given the relevant numerical information - but not the operations needed to find the answer.

The model given is excellent - what needs to happen, is for teachers to encourage children to tackle their own real life problems with the use of the

calculator. One of the calculator's most powerful advantages is that primary children can handle enormous numbers and crunch them in a way they never could have done with pencil and paper methods. What they need to have a feel for is: what is a sensible answer in these circumstances?

Some of the stories work well, and there are devices that show understanding of children's tastes. Pop music is incorporated cleverly; the children argue and use appropriate dialects and slang; there is a rather delightful voice that announces through the synthesizer:

"I am the operator
Of my calculator."

It's a difficult path to tread, and sometimes it fails and tapers over and becomes patronizing. The teacher, for instance - couldn't we have had the best possible model? We're all inclined to be bossy and judgemental - why create yet another one like us? And I understand the attempt at multiculturalism - but Ramessah follows the stereotype of the "Asian businessman".

None the less, I do think children would enjoy using this material, and more especially, I think it will help teachers to realize the potential of that magic little box with the buttons. Actually, I hope that the series will make itself redundant by showing teachers that children can do it themselves, using problems that are real to them, with teachers standing by to ask the right questions, and, of course, a calculator.

Sheila Gore

Travel and Tourism
BBC Radio 4 VHF
Wednesdays 2.40pm from April 29
Teacher's pack £1 from BBC Schools Radio, 1 Portland Place, London W1.

Tourism is one of Britain's major industries. *Travel and Tourism* attempts to show the sort of people and skills the industry needs. It examines the training opportunities in an area of employment likely to produce another 50,000 jobs a year until 1990.

Programme one, on the travel and tourism business generally, ranges from the history of tourism through to current and future opportunities. Programme two concentrates on travel agencies and the Association of British Travel Agents. The remaining four programmes cover airlines and air travel; tours and tourists at home and abroad; jobs, skills and opportunities; and, finally, technology and change.

Programme one is able to preview the first two programmes which were laudably realistic. The pull no glamorous punches: wages generally are low; a head vacuum cleaner salesman than Robert Redford. But there are, the programme argues, excellent opportunities for young people with the right personality and commitment. Although specific entry qualifications are described, the right attitude, a desire to do varied work with the general public and a willingness to undertake subsequent training are seen as more important.

The teacher's pack contains useful programme notes, including material from City and Guilds, ABTA and the English Tourist Board.

Travel and Tourism is a modest but useful resource for school careers teachers and college travel studies teachers. It deserves to be well used.

Jean Sargeant

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EDUCATION COMMITTEE
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HAVERING
LONDON BOROUGH OF
FORBES LODGE SCHOOL
Lodge Lane, Romford RM3
7AA

18 Alford Comprehensive,
NOR 1430 Inc. 200 in Sixth
Form

2. Teacher for September 1987, a temporary full-time teacher of French in this 14-16 Co-Educational Comprehensive School of 700 pupils. Scale 2 may be available to a suitable candidate.

Application forms available from the school or an equal opportunity form available from the school.

Scale 1 Posts

Scale 2 Posts and above

Scale 3 Posts and above

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Scale 9 Posts and above

Scale 10 Posts and above

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HEREFORD
AND WORCESTER
COUNTY COUNCIL
THE ELOAR HIGH SCHOOL
Bildeston, Worcester WR3 8HN

18 Alford Comprehensive,
NOR 1430 Inc. 200 in Sixth
Form

2. Teacher for September 1987, a temporary full-time teacher of French in this 14-16 Co-Educational Comprehensive School of 700 pupils. Scale 2 may be available to a suitable candidate.

Application forms available from the school or an equal opportunity form available from the school.

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Scale 41 Posts and above

Scale 42 Posts and above

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Orders

Wayside
Regional Council

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ACADEMY, ABERFELDY
(under Review)
m suitably qualified registered teachers

Further details are obtainable from the Staffing Section, Floor 8, Tayside Health Board, Dundee, DD1 9JY.

**REGIONAL COUNCIL IS AN
EQUAL OPPORTUNITIES EMPLOYER**

(17048)

Regional Council
Equal Opportunities Employer

MENTORSHIP

Denny
and the provisions of
£7,501 (with effect from
1984-85)

the year all-through Comprehensive
currently 1364.

Further details are available from
Room 205, Viewforth,
should be returned not later
than 1984.

BREADALBANE ACADEMY, ABERFELDY
(Salary under Review)

Applications are invited from suitably qualified registered teachers with considerable experience to join our staff.

Salary placed in accordance with the provisions of
Circular SE/40 - £27,501 (with effect from:
1.10.87)

Drury High School is a six year all-through Comprehensive
School.

The Roll of the School is currently 1364.

Application form and further details are available from
the Director of Education, Room 305, Viewforth,
Glasgow to whom they should be returned not later
than Monday, 11th May, 1987.

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SHERBORNE SCHOOL

The Governors of Sherborne School invite applications for the post of

HEAD

which will become vacant in July 1988 on the retirement of Mr. R. D. Macnaghten, MA

Full details may be obtained from:-
Mr. G. D. Bevir, Clerk to the Governors,
Greenhill, Sherborne, Dorset DT9 4EU
Applications close on 28th May, 1987

DAVIES'S EDUCATIONAL SERVICES (Charitable Status)

DAVIES'S COLLEGE 66 Southampton Row, London WC1 AN INDEPENDENT COLLEGE OF FURTHER EDUCATION

Appointment of

PRINCIPAL

After eighteen years as Principal Mr. John Norden is retiring at the end of 1987. The Council of Management is seeking a PRINCIPAL to succeed Mr. Norden, preferably in January 1988.

Requests for further details should be addressed to
Mr. R. L. Stewart at:
Davies's Educational Services,
Victoria House,
Vernon Place,
London WC1B 4DH

Expanding education business in Central and West London wishes to make a number of key appointments.

We need experienced teachers/administrators with some entrepreneurial enthusiasm who will be suitably rewarded for their success. In particular we require:

- Principal for small (40/50) girls GCSE department.
- Principal for small A level Science/Maths department.

The successful applicants will have a capacity for hard work, and for the second post successful mathematics or science teaching experience. Please apply to Box No. TES 00702 Priory House, St John's Lane, EC1M 4BX

ST. JOSEPH'S COLLEGE BIRKFIELD IPSWICH Required for September 1987. HEADSHIP

St. Joseph's is a RC GBA School of 700 with 210 boarders and 40 girls in the sixth form. The school opened in 1937 and has been run by the De La Salle Brothers who now wish to appoint a committed Roman Catholic layperson as Head.

Please apply to the Chairman of the Governors, 26 Half Moon Lane, London SE24 9HU. Further details can be obtained from the secretary of St. Joseph's College, phone Ipswich 690281.

INDEPENDENT HEADSHIPS AND DEPUTY HEADSHIPS

THE OLD MALTHOUSE

Langton Matravers
Swanage, Dorset BH19 3HB

HEAD

The Governors of The Old Malthouse invite applications for the post of Head which will become vacant in September 1988 or possibly sooner.

Applications with curriculum vitae and the names of two referees should be sent to The Bursar by Friday 22nd May, from whom further details may be obtained.

HAMPTON SCHOOL Hanworth Road Hampton Middlesex TW12 3HD

The Governors invite applications for the post of HEAD which will become vacant at the start of the Summer Term 1988 on the retirement of Mr. H.G. Alexander.

Hampton School is an independent boys' day school with 840 pupils of whom 240 are in the Sixth Form. The present head is a member of the Headmasters' Conference.

Details of the appointment are available from the Clerk to the Governors at the School. Applications must be received by Tuesday 2nd June, 1987.



MERCHANT TAYLORS' SCHOOL FOR GIRLS CROSBY APPLICATIONS ARE INVITED FOR THE POST OF HEAD

which becomes vacant from 1st September 1988 upon the retirement of the present Headmistress.
Mrs M.E. Davies J.P., B.A.
There are 580 girls in the Senior School, including a Sixth Form of 120 and a Junior School of 260. The School participates in the A.P. Scheme.

Salary Table G School Group 11 minimum.
Full particulars may be obtained from:
The Clerk to the Governors
Merchant Taylors' School
186 Liverpool Road
Crosby, Liverpool L23 0QP
Closing date for applications
Friday 29th May 1987

KING'S COLLEGE TAUNTON APPOINTMENT OF HEAD

The Governors of King's College invite applications for the post of Head, which will become vacant in September 1988 on the retirement of the present Headmaster.

Candidates must be graduates of Oxford or Cambridge or some other recognised University and Communicant members of the Church of England, or a Church in communion therewith.

Particulars of the conditions and emoluments attached to the post and the method of application may be obtained from:

The Secretary to the Governors
King's College, Taunton,
Somerset TA1 3DX

Applications should reach the Secretary to the Governors by 22nd May 1987.

King's College is a School of the Western Division of the Woodard Corporation (1842)

ST. GABRIEL'S SCHOOL NEWBURY GSA

DEPUTY HEAD/DIRECTOR OF STUDIES

Applications are invited for the post of Deputy Head/Director of Studies from September 1987.

St. Gabriel's is an independent day school for 300 girls (3½-16). The appointment is for the Senior School which is at present 150 girls, with a planned expansion to 200.

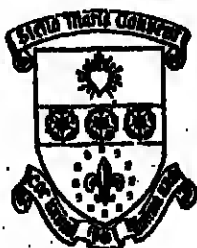
Further details may be obtained from the Headmistress's Secretary, St. Gabriel's School, Sendford Priory, Newbury, Berkshire RG5 9BB. Applications should be sent to the Headmistress by May 11th, with curriculum vitae and names of two referees.

THORPE HALL SCHOOL Thorpe Hall Avenue, Thorpe Bay, Essex.

Independent Day School
300 pupils (Mixed) 4-16 years

Applications are invited from fully qualified and experienced teachers for the post of DEPUTY HEAD (Group 6). Vacant from September.

Applications with full CV and names and addresses of three referees to the Headmaster, from whom further details may be obtained. Closing date 1st May 1987.



STELLA MARIS

Independent Day/Boarding School for Girls
Co-Ed. Prep. Dept.
400 Pupils, age range 3½ - 18

BURSAR

Required for September 1987.
This is a new and challenging post. Applications are invited from persons of mature outlook, with good administrative experience and good working knowledge of accounting and property maintenance.
Applications in writing, enclosing c.v. and names and addresses of two referees should be submitted to:
Superior, Stella Maris Convent, Bideford, N. Devon PL6 2PW by 8 May 1987.

INDEPENDENT EDUCATION continued

Art and Design

CROYDON

TRINITY SCHOOL
HMC, 750 boys
Croydon, Surrey
The school is seeking a well-qualified, experienced teacher of Art and Design to work in the Art Department. The post provides an opportunity for a teacher to develop a wide range of art and design activities up to and including GCSE. The successful candidate will be expected to play a full part in the school's art and design activities. A single accommodation may be available. Salary based on the Croydon School Allowance according to age, experience and qualifications. Applications with full C.V. and names of two referees to the Headmaster, Trinity House, Shirley Park, Croydon CR9 7AT. (10955)

OXFORDSHIRE

DEAN CLOSE SCHOOL
H.M.C. 400 pupils, 13-18
Co-educational, boarding and day

Applications in writing, enclosing curriculum vitae and names of two referees, should be sent to the Headmaster, Dean Close School, Dean Close, Oxford OX2 0JL. (10956)

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LONDON SE8

BLACKHEATH HIGH SCHOOL
GPO 97
ART DEPARTMENT
Requirements for September 1987:
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MIDDLESEX

HAMPTON SCHOOL
Hampton, Middlesex
Required for September 1987 a well-qualified teacher to teach in the Art Department. The post provides an opportunity for a teacher to develop a wide range of art and design activities up to and including GCSE. The successful candidate will be expected to play a full part in the school's art and design activities. A single accommodation may be available. Salary based on the Hampton School Allowance according to age, experience and qualifications. Applications with full C.V. and names of two referees to the Headmaster, Hampton School, Hampton, Middlesex. (104438) (101224)

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LACKHEATH HIGH SCHOOL
C. P. D. S. F.
Required for September
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of MODERN LANGUAGE
and
for Thursday, September 2, 1965, 8:00 a.m. to 5:00 p.m. The school allows students must all check up to and fulfill all necessary entrance, and language other than English. The school would be particularly welcome.

EDWARD'S SCHOOL
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BERKHAMSTED SCHOOL needs a

FRENCH TEACHER
from September 1987

- * Berkhamsted Salary Scale & Allowance
- * Staff housing possible

- * Removal expenses up to £400
- * German helpful, but not essential
- * Strong extra-curricular expectations
- * Educational allowance for children

*** Would suit young graduate especially**
Apply for more details to the Headmaster's Secretary (044 27 3236) and
writing to: The Headmaster,
Berkhamsted School,
Berkhamsted,
Herts., HP4 2BE.

ANT TEACHER to take the school's NURSERY and KIND-
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An Equal Opportunities Employer welcoming applications from all sections of the community.

Re-Advertisement VICE PRINCIPAL (GROUP 5)

Salary: £20,345 per annum

Required from 1st September, 1987, at Nelson and Colne College, which is one of the foremost tertiary/community colleges in the country, with a proven track record in academic performance and innovative development. This is a challenging post offering opportunities for:

- Curriculum development across both vocational and academic disciplines
- developments taking further education into the 1990s.

Previous holders of this post have gone on to become Principals of other institutions and therefore applications are invited from ambitious, energetic, highly motivated educators, working not just in Further Education but also other relevant sectors.

Further details and application forms are available from the Chief Administrative Officer, Nelson and Colne College, Scotland Road, Nelson, Lancashire, BB9 7YT. (Large SAE please).

Closing date: Friday, 8th May, 1987

(17048)

Heads of Department

NORTHBROOK COLLEGE, DESIGN & TECHNOLOGY

Required for 1 September 1987 two HEADS OF DEPARTMENT FOR

PREPARATORY STUDIES (Grade III)

Applicants must be suitably qualified and have substantial experience of Diploma and/or Higher Diploma level work. The Department is in the process of reviewing its work in General Art and Design. Applicants should therefore have experience in preparing and organising programmes of study for BTEC validation.

Salary will be in accordance with the Burnham FE Report on a Scale £15,456 - £17,253 per annum, starting point dependent upon qualifications and experience.

VISUAL COMMUNICATION DESIGN AND PRODUCTION (Grade II)

Applicants are invited from suitably qualified people with substantial experience in design and professional practice. The Department offers Diploma and Advanced Diploma courses in Graphic Design, Photography and Audio Visual Design and Production and is housed in new purpose-built accommodation.

Salary will be in accordance with the Burnham FE Report on a Scale £14,136 - £16,933 per annum, starting point dependent upon qualifications and experience.

Application form and information package available from the Personnel Officer, Northbrook College, Design & Technology, Broadwater Road, Worthing, West Sussex, BN14 8JL, on receipt of a large stamped addressed envelope.

Closing date: 12 May 1987.

(17042)

west sussex

PREPARATORY SCHOOLS

LONDONSES

SLACKHEATH HIGH SCHOOL

Required for September 1987.

A stimulating teacher for a UNIOR class in academic and creative development.

Burnham School plus Inner London Allowance.

Applications in writing together with C.V. and names of two referees to: The Headmaster, Slackheath High School, Womsey Road, London SE2 0PF. (04435)

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LONDON SW7

PREPARATORY SCHOOL

Required for September '87

Qualifying and experienced teacher for 4-5 year olds. Full teaching salary and benefits. Current driving licence an asset. 5/6 accommodation available.

Apply with C.V. to: Mrs. J. F. Baker, House Office, Preparatory School, 13 Greengate, London SW7 4JH. Tel: 01-375 205624

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ROWAN PREPARATORY SCHOOL

Required for September 1987

Qualifying and experienced teacher for 4-5 year olds. Full teaching salary and benefits. Current driving licence an asset. 5/6 accommodation available.

Apply with C.V. to: Mrs. J. F. Baker, House Office, Preparatory School, 13 Greengate, London SW7 4JH. Tel: 01-375 205624

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HEADS OF DEPARTMENT

AVON COUNTY

CITY OF BATH COLLEGE OF FURTHER EDUCATION

Required for September 1987

Qualifying and experienced teacher for 4-5 year olds. Full teaching salary and benefits. Current driving licence an asset. 5/6 accommodation available.

Apply with C.V. to: Mrs. J. F. Baker, House Office, Preparatory School, 13 Greengate, London SW7 4JH. Tel: 01-375 205624

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COLLEGES OF FURTHER EDUCATION

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Qualifying and experienced teacher for 4-5 year olds. Full teaching salary and benefits. Current driving licence an asset. 5/6 accommodation available.

Apply with C.V. to: Mrs. J. F. Baker, House Office,

Cleveland County Council

An equal opportunities employer

KIRBY COLLEGE OF FURTHER EDUCATION

Roman Road, Linthorpe, Middlesbrough, Cleveland.
Tel. (0642) 813706

LECTURER GRADE II in TRAVEL & MEDIA STUDIES in the Department of Food and Fashion

Applications are invited for the above post from well qualified teachers with appropriate industrial experience.

The person appointed will contribute to the wide range of full and part-time courses which lead to examinations by City and Guilds of London Institute, Business Technician Education Council, and in particular to related pre-vocational, MSC and specialist non-examination courses.

The successful candidate will also be expected to undertake departmental administrative duties in addition to acting as section leader for Travel, Media and Visual Studies.

The Department is keen to recruit an experienced lecturer who is capable of teaching BTCC and ASTA approved courses, who is eager to develop professionally and prepared to accept responsibility in an area of rapid curriculum change.

Salary: £8595 - £13,650

Closing date within 14 days of the appearance of this advertisement.

LECTURER GRADE I in HAIRDRESSING

Applications are invited for the above post in the Department of Food and Fashion.

An experienced hairdresser with an innovative flair and styling ability is required to teach a range of full-time and part-time courses to Advanced Level.

Applicants must be professionally qualified, holding City and Guilds Advanced qualification in Hairdressing together with first-class experience in the Hairdressing Industry. The ability to offer competition styling would be advantageous.

Teaching experience and/or qualifications are desirable although not essential.

Closing date within 14 days of the appearance of this advertisement.

LECTURER GRADE I in SOCIAL SCIENCE/SOCIAL STUDIES in the Department of General Education

Applicants should be graduates and qualified teachers, able to teach Sociology and other Social Science subjects to G.C.E. 'A' level, G.C.E. levels and Social Studies to a range of courses in Social Care.

Closing date 8th May, 1987.

Application forms and further particulars for the above posts may be obtained from the Principal of the College, to whom completed applications should be returned. (17119)

Can you promote training services in an employers' market?

As companies are subject to more intensive competition, effective training gains in importance.

It's important for us, too. The wide range of courses we provide, for individuals and bodies throughout both the public and private sectors, is an ever increasing proportion of the services we offer.

As a result of inspired and efficient marketing, we find we are able to provide services that perfectly match the needs of clients in our area, and thus to safeguard their survival in an aggressive economic atmosphere, as well as our own.

The MARKETING EXECUTIVE will be specifically responsible for promoting our services to key employers throughout the area: courses, consultants services and conferences, covering everything from word processing to quality assurance.

Of course, you'll need to have an excellent knowledge of all the necessary techniques - gained probably in a marketing, training or vocational education background. We can't stress too highly, however, that the specific area in which you've gained your experience is less important than the potential to play a positive role in the future.

That means working within an efficient and committed team to ensure that our lecturers can provide the right course, at the necessary high standard. It means negotiating successfully with company personnel at all levels, to gauge their objectives. And, of course, it means analysing these objectives thoroughly, using computerised data bases where appropriate.

Most importantly, though it means directing your business sense and motivation towards a primary objective of your own: to ensure further increases in the substantial benefits our services provide - both for us and for our clients.

The salary is in the range £12,915 to £15,273 plus a Surrey allowance of £282. We'd also pay generous relocation expenses to help you settle into an area that must be one of the most pleasant working environments in this country.

If you'd like to find out more about the job, the college and growing role that marketing is playing in so many of its activities, please write to the Staffing Officer, Guildford College of Technology, Stoke Park, Guildford, Surrey, GU1 1EZ.

Closing date: Monday 11th May 1987. (17119)

GCT

COLLEGES OF FURTHER AND TERTIARY EDUCATION CONTINUED

SURREY EDUCATION COMMITTEE

Brooklands Technical College
Heath Road, Weybridge, Surrey

College Marketing Co-ordinator - Senior Lecturer

to organise, co-ordinate and be responsible for College-wide marketing. To make some contribution to the teaching of an appropriate subject/course area. Appropriate experience and qualifications required.

DEPARTMENT OF GENERAL EDUCATION AND SCIENCE

Lecturer II - Languages

to act as Section Leader and teach at least two modern languages, preferably German and French, up to 'A' level. Appropriate qualifications/experience required.

DEPARTMENT OF PRODUCTION AND MECHANICAL ENGINEERING

Lecturer I - Mechanical Engineering

to teach BTCC and City and Guilds courses. Appropriate technical qualification and industrial experience required. Salary Scales: (all under review)

Senior Lecturer: £12,915 - £14,820 per annum

Lecturer II: £9,585 - £13,885 per annum

Lecturer I: £8,843 - £11,965 per annum

plus £282 per annum London Fringe Area Allowance. Commencing salary dependent upon qualifications and experience.

Generous relocation expenses in approved cases. Further details and application forms from the Principal to be returned by TUESDAY 5 MAY 1987. (12883)

RICHMOND BOROUGH OF RICHMOND UPON THAMES

(An equal opportunity employer)

RICHMOND UPON THAMES COLLEGE

LII/SL IN GRAPHIC DESIGN

Salary up to £17,500

(This represents the offer made in NJC and is subject to negotiation), plus £795 Outer London Allowance.

Required from 1st September 1987.

Candidates for this post should be well qualified and practising designers.

The post will be within the Graphics Section and the Successful Candidate will be expected to make a significant contribution to the development of the course curriculum for the BTCC HND course in Graphic Design.

The ability to teach typography and computer type setting would be a strong advantage. Candidates must be willing to take charge of a year group within the HND.

Candidates called for interview will be expected to present a high quality portfolio of their work which will in part state their core as to their suitability for this post.

Forms and further details (fool scap s.a.e.) from the Administrative Assistant (Personnel), Richmond upon Thames College, Egerton Road, Twickenham, Middx TW2 7SJ, to be returned by 8th May 1987. (17087)

Hampshire County Council

SOUTHAMPTON TECHNICAL COLLEGE

Department of Humanities and Social Sciences.

Art: Lecturer II to take charge of Art education. This is a new post offering exciting opportunities to a well qualified, experienced Art teacher. (Post no. 870).

History and Government: Lecturer I to teach History and Government to all levels from O to A and A/S level. (Post no. 819).

Modern Languages: Lecturer I to teach French, possibly Spanish, from O to A and A/S level, and EFL to Cambridge Proficiency. (Post no. 889).

All posts are vacant from 1st September 1987.

Further details and application form available from The Principal, Southampton Technical College, St Mary Street, Southampton SO9 4WX, to whom completed applications should be returned by 8th May (enclose large s.a.e.).

This County pursues a policy of equality of opportunity. Applications are particularly welcome from people with disabilities. (17121)

REGIONAL COUNCIL

AN EQUAL OPPORTUNITY EMPLOYER

EDUCATION COMMITTEE

GLENROTHES AND BUCKHAVEN TECHNICAL COLLEGE

DEPARTMENT OF BUSINESS STUDIES

SENIOR LECTURER IN INDUSTRIAL STUDIES (DEPUTY HEAD OF DEPARTMENT)

RE-ADVERTISEMENT

Housed in a purpose-built Centre the Department provides an extensive range of short and certificate Post Experience courses, consultancy and a Small Business Support Service.

The successful applicant will lead an experienced and highly motivated team.

Exercising this leadership will require good academic qualifications (a degree or equivalent), management skills, substantial industrial or commercial experience, a proven aptitude for creative course design and teaching skills of a high order. A teaching/training qualification is essential.

Salary scale: Senior Lecturer III £14,463-£18,998 (under review 1st April 1987)

Previous applicants will be considered and need not re-apply.

SENIOR LECTURER I IN SECRETARIAL STUDIES

The successful applicant will be responsible for the supervision and development of the office training units and part of the day-to-day administration of courses based on modern office skills and general secretarial studies. An interest in flexible learning and subject development would be an advantage.

Candidates should be graduates or equivalent with recent teaching experience and a relevant background in industry or commerce.

Salary Scale: £9,840-£13,388 (under review 1 April 1987)

Rented housing may be available in Glenrothes New Town if required.

Application forms may be obtained from the Director of Education, Regional Headquarters, Fife House, North Street, Glenrothes, to whom completed forms should be returned not later than Friday 8th May 1987. (1702)

Lancashire County Council

An Equal Opportunities Employer welcoming applications from all sections of the community

Unless otherwise stated, the following are required for 1st September, 1987, and the closing date is 7th May, 1987.

Application forms from the Principal at the respective College (SAE please).

LEYLAND RUNSHAW TERTIARY COLLEGE

Langdale Road, Leyland

SCALE L11 - MATHEMATICS - to head a section of Mathematics in the provision of a range of levels and courses, including GCE 'A' level, BTCC and Numeracy.

For further particulars and application forms, send 10p to the Principal, Leyland Runshaw Tertiary College, Langdale Road, Leyland, Lancashire, to whom completed forms should be returned by 8th May, 1987. (104744) 290026

ACCRINGTON & ROSSDALE COLLEGE

Sandy Lane, Accrington, Lancs

LECTURER I - GROUP 8 - CARE COURSES, SOCIAL STUDIES to teach Social Studies aspects of PCSC and other related care courses.

For further particulars and application forms, send 10p to the Principal, Accrington & Rossdale College, Sandy Lane, Accrington, Lancs, to whom completed forms should be returned by 8th May, 1987. (104744) 290026

CENTRAL REGIONAL COUNCIL

An Equal Opportunities Employer

EDUCATION DEPARTMENT

Cleckmann College of Further Education
Department of General Studies

LECTURER 'B' CARING

Applicants should be Nurse Tutors or State Registered Nurses or hold a similar recognised qualification. Previous teaching experience would be an advantage. The successful applicant will be required to teach a range of modules in the Health Care and Child Care programmes.

Salary: £9,093-£13,398.

Further details and application forms may be obtained from the Director of Education, Room 211, Viewforth, Stirling, tel: Stirling 7311, ext. 402 and should be returned to the Principal, Cleckmann College of Further Education, Branahill Road, Alloa, FK10 3BT before 4th May 1987. (1702)

For further particulars and application forms, send 10p to the Principal, Cleckmann College of Further Education, Branahill Road, Alloa, FK10 3BT, to whom completed forms should be returned by 8th May, 1987. (104744) 290026

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COLLEGES OF FURTHER EDUCATION

AVON COUNTY

Require the following posts from September 1987:

Lecturer 1: Biology - particularly in the field of animal and plant life, and 'A' level courses and serving vocational needs.

Lecturer 1: Office Studies - with particular reference to Business Applications of I.T.

Lecturer 1: Art and Design - to co-ordinate the development of the School of Creative Arts and Design, with cover of 'A' level work and a re-qualification into Hair and Beauty, City and Guilds courses.

Lecturer 1: Theatre and Performing Arts - to assist in the development of this section at the Creative Arts and Design School in terms of college and community work, production, GCSE and 'A' level work and a re-qualification into Hair and Beauty, City and Guilds courses.

Lecturer 1: Theatre and Performing Arts - to assist in the development of this section at the Creative Arts and Design School in terms of college and community work, production, GCSE and 'A' level work and a re-qualification into Hair and Beauty, City and Guilds courses.

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COLLEGES OF FURTHER EDUCATION

CHESHIRE

Require the following posts from September 1987:

Lecturer 1: Biology - particularly in the field of animal and plant life, and 'A' level courses and serving vocational needs.

Lecturer 1: Office Studies - with particular reference to Business Applications of I.T.

Lecturer

PLEASE

STRAINER
STUDENT GRADE IN
SULFONATED TRIETHYLENE AND
MARKETING
 Application is invited for
 Grade 1 to teach RETAIL/
 Subjects, particularly
MARKETING
 Applicants must be keen to
 develop RETAIL/Distribution
 courses in conjunction with
 the oil industry as a key part of
 the expansion plans of a
 major oil company. A minimum
 of three commercial experience
 is essential. His teaching ex-
 perience in the oil industry
 are not a prerequisite.
 Further particulars and ap-
 plications are available from
 the Principal ONLY on
 receipt of a Command address
 and a copy of the following
 conditions must be returned
 with the application. Appear-
 ance of this advertisement
 An Equal Opportunity Em-
 ployer. 045591 20095

Norfo
Norfolk College of /
Tennyson Avenue, King's
Principal: Cliff

SENIOR I
HEAD O
HEALTH, CARING AN
Ideally the person appointed should
related to health and caring stud
Salary Scale \$12,615 - \$14,842
Burnham Scale (under review)

LECTURE

Required to make a major contribution to the development of the Uniformed Services courses. Can be given responsibility for a course of experience at an appropriate level of services.

Salary Scale \$6,843 - \$11,865
Current Burnham Scale (under review)

Application forms and further information available from the
Chief Administrative Officer
Forms should be returned by

CDT EDUCATION

SPECIAL EDUCATION
A temporary Associate Lecturer (0.5 courses) on the teaching of movement to children with severe learning difficulties. The successful candidate will be a teacher, with a sound knowledge of the needs of children with special educational needs and educational studies. The ability to teach and assess is essential.

All posts tenable from 1 September
Salary: LII/SL £8595-£15875
For further details and an application form, please contact the Personnel Officer, Polytechnic, Coldharbour Lane, Bristol BS6 261 ext 2216 or 0800 011 111.
Please quote above reference number

**Bristol
Polytechnic**

$$d, \sqrt{2} \leq \theta \leq \pi \Rightarrow \rho_2 \leq \rho_1 \Rightarrow \theta = \pi \quad \square$$

1. *Journal of the American Medical Association*, 1997; 278: 1039-1044.

OVERSEAS POSTS CONTINUED

MINISTRY OF DEFENCE
SERVICE CHILDREN'S EDUCATION AUTHORITY

Vacancies for Secondary Teachers September 1987

S1 Head of Music

Scale 3 King's School, Gutersloh

An experienced teacher required to lead a thriving department. The successful candidate will have a genuine interest in application of electronics in Music. Keyboard ability is essential and ability in any brass or woodwind instruments highly advantageous. This post requires one with the power of personality to enhance the already strong links between the school and military and German communities.

S2 Head of Science

Scale 3 St George's School, Hong Kong

A well qualified teacher is required to lead a team of 5. The successful candidate will be able to offer 2 subjects and will have experience of teaching to 'A' level in at least one of them.

S3 Business Studies

Scale 1 Prince Rupert School, Rinteln

The successful candidate must offer office skills and a wide range of business studies subjects. Commercial experience desirable.

S4 Modern Languages

Scale 1 King's School, Gutersloh

A well qualified teacher is required to teach French and German. There is opportunity for 'A' level work. Details of Condition of Service, allowances and accommodation will be supplied on application.

All applicants should be resident in the United Kingdom, where they have recently gained at least two years' teaching experience in a similar post to that for which they are applying. They must be under 47 years of age at the start of an engagement.

The Civil Service is an equal opportunities employer.

Requests for application forms and further details should be made in writing to:

Service Children's Education Authority 2e, MOD/776, HQ DAEd, Court Road, Eltham, London SE9 5NR, (Tel 01 859 2112 Ext 224). The closing date for completed application forms is Friday 8 May 1987.



INSPECTORS IN OMAN

Over the past 2 years O'Grady-Payton International have successfully placed 300 British and Irish teachers in schools in the U.S.A. and the Middle East. We are pleased to invite applications for the following attractive positions:

INSPECTORS — (6 posts commencing Sept. 1st '87) required to supervise and co-ordinate an extensive T.E.F.L. programme in Government Secondary Schools throughout Oman.

Oman is one of the most attractive and hospitable locations anywhere in the Middle East.

The two year contracts being offered carry a first rate benefit package.

- Excellent tax free salary
- Free car
- Free furnished accommodation
- 30 days annual leave
- Free flights
- Ongoing support from local liaison officer

Applicants should hold either:

- A Bachelor's degree in English or Modern Languages and Post Graduate Diploma in T.E.F.L. or education and 8 years Post Diploma experience in T.E.F.L. including 2 years in a supervisory position.
- A Masters Degree in education or T.E.F.L. plus 5 years T.E.F.L. experience including 2 years in a supervisory position.

Interviews will be held soon in London, Birmingham, Glasgow, and Dublin.

Detailed C.V. with copies of certificates and references to O'Grady-Payton International, 37 Dawson Street, Dublin 2, Tel: 0001-779716. (17371)

Posts Overseas

Spain

The British Council School, Madrid

Post 1: Deputy Head Teacher

Post 2: Head of PE and Games

Post 3: Teacher of Biology and Chemistry

Post 4: Teacher of English

Post 5: Teacher of Mathematics

Post 6: Teacher of Science

Post 7: Teacher of Art

Post 8: Teacher of Music

Post 9: Teacher of Physical Education

Post 10: Teacher of Modern Languages

Post 11: Teacher of History

Post 12: Teacher of Geography

Post 13: Teacher of Economics

Post 14: Teacher of Law

Post 15: Teacher of Social Studies

Post 16: Teacher of Citizenship

Post 17: Teacher of Religious Education

Post 18: Teacher of Philosophy

Post 19: Teacher of Psychology

Post 20: Teacher of Health Education

Post 21: Teacher of Environmental Studies

Post 22: Teacher of Information Technology

Post 23: Teacher of Computing

Post 24: Teacher of Design

Post 25: Teacher of Craft

Post 26: Teacher of Visual Arts

Post 27: Teacher of Music

Post 28: Teacher of Drama

Post 29: Teacher of Dance

Post 30: Teacher of Physical Education

Post 31: Teacher of Games

Post 32: Teacher of Outdoor Education

Post 33: Teacher of Adventure Education

Post 34: Teacher of Sports Coaching

Post 35: Teacher of Physical Education

Post 36: Teacher of Games

Post 37: Teacher of Outdoor Education

Post 38: Teacher of Adventure Education

Post 39: Teacher of Sports Coaching

Post 40: Teacher of Physical Education

Post 41: Teacher of Games

Post 42: Teacher of Outdoor Education

Post 43: Teacher of Adventure Education

Post 44: Teacher of Sports Coaching

Post 45: Teacher of Physical Education

Post 46: Teacher of Games

Post 47: Teacher of Outdoor Education

Post 48: Teacher of Adventure Education

Post 49: Teacher of Sports Coaching

Post 50: Teacher of Physical Education

Post 51: Teacher of Games

Post 52: Teacher of Outdoor Education

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Post 125: Teacher of Physical Education

Post 126: Teacher of Games

Post 127: Teacher of Outdoor Education

Post 128: Teacher of Adventure Education

Post 129: Teacher of Sports Coaching

Post 130: Teacher of Physical Education

Post 131: Teacher of Games

Post 132: Teacher of Outdoor Education

Post 133: Teacher of Adventure Education

Post 134: Teacher of Sports Coaching

Post 135: Teacher of Physical Education

Post 136: Teacher of Games

Post 137: Teacher of Outdoor Education

Post 138: Teacher of Adventure Education

Post 139: Teacher of Sports Coaching

Post 140: Teacher of Physical Education

Post 141: Teacher of Games

Post 142: Teacher of Outdoor Education

Post 143: Teacher of Adventure Education

Post 144: Teacher of Sports Coaching

Post 145: Teacher of Physical Education

Post 146: Teacher of Games

Post 147: Teacher of Outdoor Education

Post 148: Teacher of Adventure Education

Post 149: Teacher of Sports Coaching

Post 150: Teacher of Physical Education

Post 151: Teacher of Games

Post 152: Teacher of Outdoor Education

Post 153: Teacher of Adventure Education

Post 154: Teacher of Sports Coaching

Post 155: Teacher of Physical Education

Post 156: Teacher of Games

Post 157: Teacher of Outdoor Education

Post 158: Teacher of Adventure Education

Post 159: Teacher of Sports Coaching

Post 160: Teacher of Physical Education

Post 161: Teacher of Games

Post 162: Teacher of Outdoor Education

Post 163: Teacher of Adventure Education

Post 164: Teacher of Sports Coaching

Post 165: Teacher of Physical Education

Post 166: Teacher of Games

Post 167: Teacher of Outdoor Education

Post 168: Teacher of Adventure Education

Post 169: Teacher of Sports Coaching

Post 170: Teacher of Physical Education

Post 171: Teacher of Games

Post 172: Teacher of Outdoor Education

Post 173: Teacher of Adventure Education

Post 174: Teacher of Sports Coaching

Post 175: Teacher of Physical Education

Post 176: Teacher of Games

Post 177: Teacher of Outdoor Education

Post 178: Teacher of Adventure Education

Post 179: Teacher of Sports Coaching

Post 180: Teacher of Physical Education

Post 181: Teacher of Games

Post 182: Teacher of Outdoor Education

Post 183: Teacher of Adventure Education

Post 184: Teacher of Sports Coaching

Post 185: Teacher of Physical Education

Post 186: Teacher of Games

Post 187: Teacher of Outdoor Education

Post 188: Teacher of Adventure Education

Post 189: Teacher of Sports Coaching

Post 190: Teacher of Physical Education

Post 191: Teacher of Games

Post 192: Teacher of Outdoor Education

Post 193: Teacher of Adventure Education

Post 194: Teacher of Sports Coaching

Post 195: Teacher of Physical Education

Post 196: Teacher of Games

Post 197: Teacher of Outdoor Education

Post 198: Teacher of Adventure Education

Post 199: Teacher of Sports Coaching

Post 200: Teacher of Physical Education

Post 201: Teacher of Games

Post 202: Teacher of Outdoor Education

Post 203: Teacher of Adventure Education

Post 204: Teacher of Sports Coaching

Post 205: Teacher of Physical Education

Post 206: Teacher of Games

Post 207: Teacher of Outdoor Education

Post 208: Teacher of Adventure Education

Post 209: Teacher of Sports Coaching

Post 210: Teacher of Physical Education

Post 211: Teacher of Games

Post 212: Teacher of Outdoor Education

Post 213: Teacher of Adventure Education

Post 214: Teacher of Sports Coaching

Post 215: Teacher of Physical Education

Post 216: Teacher of Games

Post 217: Teacher of Outdoor Education

Post 218: Teacher of Adventure Education

ENGLISH TEACHERS FOR HONG KONG

The British Council has been asked to recruit for and to manage an exciting new English language teaching project in Hong Kong.

Teachers are required for a two-year pilot project to help strengthen the teaching of English in Hong Kong secondary schools. If successful, the project is likely to be extended and expanded.

Hong Kong is a unique city, scenically and politically, and has a varied cosmopolitan life-style. It is also an excellent base for travel to China and around the Far East.

Contracts will be with The British Council and will be for two years from August 1987. Salaries are in the range of HK\$7,250 to HK\$14,000 per month (\$1 = HK\$2.6 approx.). Further benefits include return passage, baggage allowance, housing contribution, medical insurance scheme, and terminal gratuity or contribution to pension scheme.

Qualifications

- First degree (English or Modern Language) plus PGCE.
- At least one year's teaching experience (except primary).
- Thus a TEFL qualification.
- Teachers must be native English speakers.
- Posts are open to single teachers or married couples without accompanying children.

Further details

from Overseas Educational Appointments Department, The British Council, 165 Tavistock Street, London WC1A 2AA (Telephone 01-499 8801 ext 3184 or 3525). The closing date for applications is 8 May.

Reference: 86A 283-346 T.



SUDAN

KHARTOUM INTERNATIONAL HIGH SCHOOL
(KHARTOUM SCHOOL TRUST LTD)
KHARTOUM, SUDAN

Head Master, Upper School,
E.M. Batchelor, M.A.

Headmistress, Lower School,
H.M. Young, O.B.E.

A developing, coeducational English-medium School modelled on the English private school system leading to London O-Level examinations. The present roll is 160, ages 5-17. The class size is limited to about 20 pupils. Specially qualified and experienced staff of either sex are required to fill the following vacancies as from 1st August, 1987:

1. Senior Teacher/Teacher of Chemistry with some Mathematics.
2. Senior Teacher/Teacher of Geography with some English or History.
3. Senior Teacher/Teacher of English.
4. Junior Teacher of English.
5. Teacher for 8-9 year-olds in the Lower School.

The post of Deputy Headmaster is vacant, applicants for posts 1, 2 and 3 may be considered for that appointment. Terms include a salary component payable in US Dollars to appointees's account abroad, free furnished accommodation (hard furnishings), paid summer leave, free air passages annually, free outpatient treatment at a private nursing home, free tuition for up to two eligible children at the School. Contracts are for a two year period extendable. Placement on salary scales according to qualifications and experience. Senior appointments are normally on Grades 3-5.

Local basic salary components with annual increments for Grades 3-5 are: Sudanese 11055/11335, 9955/10335, 8855/9235, 7755/8135, 6655/7055 and 4355/4775 respectively.

Corresponding hard currency components for single, or married but unaccompanied teacher are US Dollars 4224/4764, 3990/4356, 3498/3894, 3036/3498, 2398/2920 and 1816/2310.

For married and accompanied teachers US Dollars 7327/8084, 6668/7220, 5874/6402, 4950/5610, 3957/4828 and 2996/3812.

Local salary is considered sufficient for comfortable living at present.

For further particulars please send large s.e.e. to Headmaster/Headmistress, Khartoum International High School, c/o Box No. 00893, T.E.S., Priory House, St John's Lane, London EC1M 4BX. Applications in duplicate with c.v. and names and addresses of three referees by letter to the same address within two weeks of the date of this advertisement. Interview in London in first half of May. (14387)

OVERSEAS POSTS

SWEDEN

INTERNATIONAL LANGUAGE SERVICES.
TEACHING APPOINTMENTS.
STARTING SEPTEMBER 1987.
TEFL in Sweden. Postcode 2 types. Type A involves ESP, Common and Cambridge courses. Applicants must have a minimum of 2 years previous full-time TEFL experience and the full RBA TEFL Diploma or equivalent. Type B involves teaching of General English to adults, with some work in state schools. Candidates must have qualified teacher status in the UK or a degree and a UK TEFL qualification.

Applications for both types of post must be by 25th April and sent to: For further information and application form send a stamped addressed envelope to International Language Services, 141 Kensington Street, Southbury 15 1ED. 460000

SWITZERLAND

THE INTERNATIONAL SCHOOL OF CHAM, CHAM, SWITZERLAND.

Postcode 22 of 1st September, 1987.

1. A full-time Teacher of English to teach English to children in a secondary school (Grades 7-13). She/he must have had previous experience in teaching the international baccalaureate and an interest in drama and/or student publications.

2. A full-time Teacher of E.S.L. in addition to teaching responsible for the English School. The candidate will be required to coordinate E.S.L. programmes (K-13). Previous experience in teaching disabled E.S.L. children would be an advantage.

3. A full-time Primary Class Teacher. Candidates must be able to assist with physical education and coach football. Interest in social studies, drama and computer education necessary. Ability to speak French would be an advantage.

Interested candidates are asked to apply mentioning the reference of the post to the Director General of the International School of Cham, 65 route de Chene, 1200 Geneva (Switzerland). 460000

SWITZERLAND

ST. GEORGE'S SCHOOL, CHAM, SWITZERLAND.

Postcode 22 of 1st September, 1987.

1. Teacher of Art and Art History up to level 13.

2. Teacher of E.F.L. together with subsidiary English in the sixth forms. Only experienced or fully qualified candidates need apply. Full C.V. and addresses and telephone numbers of at least three referees. Interview in London in May.

Apply: The Principal, St. George's School, Clarendon, Montreux, 1045881. 460000

TURKEY

TEFL TEACHERS

Required. Foreign accommodation. Medical cover. Travel Expenses. Attractive local salary. Send C.V. and photo to: Dilek English Centre P.O. Box 35 Kadikoy/Istanbul, Turkey. (04333) 460000

TURKEY

English teachers with TEFL

required for a language school in Istanbul. Salary from 1987, and for the language school. Written applications with C.V. and a recent photo to: YONCA, Gungor Sokak 45, Merter-Istanbul, Turkey. (04354) 460000

UNITED ARAB EMIRATES

INTERNATIONAL SCHOOL OF CHOUFIAT

Abu Dhabi. The school is multinational, and takes pupils from age 3 to 18. Applications are invited from qualified teachers for September 1987.

1. Physical Education. 2. English. 3. Mathematics. 4. Science. 5. Social Studies. 6. Art. 7. Music. 8. Foreign Languages. 9. Home Economics. 10. Health Education. 11. Career Guidance. 12. Guidance. 13. Counselling. 14. Special Education. 15. Administration. 16. Finance. 17. Law. 18. History. 19. Geography. 20. Languages. 21. Physical Education. 22. English. 23. Mathematics. 24. Science. 25. Social Studies. 26. Art. 27. Music. 28. Foreign Languages. 29. Home Economics. 30. Health Education. 31. Career Guidance. 32. Guidance. 33. Counselling. 34. Special Education. 35. Administration. 36. Finance. 37. Law. 38. History. 39. Geography. 40. Languages. 41. Physical Education. 42. English. 43. Mathematics. 44. Science. 45. Social Studies. 46. Art. 47. Music. 48. Foreign Languages. 49. Home Economics. 50. Health Education. 51. Career Guidance. 52. Guidance. 53. Counselling. 54. Special Education. 55. Administration. 56. Finance. 57. Law. 58. History. 59. Geography. 60. Languages. 61. Physical Education. 62. English. 63. Mathematics. 64. Science. 65. Social Studies. 66. Art. 67. Music. 68. Foreign Languages. 69. Home Economics. 70. Health Education. 71. Career Guidance. 72. Guidance. 73. Counselling. 74. Special Education. 75. Administration. 76. Finance. 77. Law. 78. History. 79. Geography. 80. Languages. 81. Physical Education. 82. English. 83. Mathematics. 84. Science. 85. Social Studies. 86. Art. 87. Music. 88. Foreign Languages. 89. Home Economics. 90. Health Education. 91. Career Guidance. 92. Guidance. 93. Counselling. 94. Special Education. 95. Administration. 96. Finance. 97. Law. 98. History. 99. Geography. 100. Languages. 101. Physical Education. 102. English. 103. Mathematics. 104. Science. 105. Social Studies. 106. Art. 107. Music. 108. Foreign Languages. 109. Home Economics. 110. Health Education. 111. Career Guidance. 112. Guidance. 113. Counselling. 114. Special Education. 115. Administration. 116. Finance. 117. Law. 118. History. 119. 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